DOCUMENT RESUME

ED 332 560 FL 800 361

AUTHOR	Terdy, Dennis; Bercovitz, Laura
TITLE	Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.
INSTITUTION	Northwest Educational Cooperative, Des Plaines, IL.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	Sep 89
NOTE	168p.; Supersedes ED 313 926.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Basic Education; Bilingual Students; *Classroom Communication; Classroom Techniques; Communication Skills; Curriculum Design; *Daily Living Skills; Difficulty Level; Elementary Secondary Education; *English (Second Language); *Family Programs; Language Proficiency; Lesson Plans; Limited English Speaking; *Literacy Education; Second Language Instruction
IDENTIFIERS	*Family Literacy

ABSTRACT

The Home English Literacy for Parents (HELP) project and curriculum were developed and implemented in seven schools in the northwest suburban Chicago area. Project services were offered to parents of bilingual program students 5 hours per week at each site. The curriculum consists of two phases of instruction (English survival competencies and school-related competencies) at three instructional levels (beginning, intermediate, advanced). The curriculum packet contains: a description of expectations for general language ability, listening comprehension, oral communication, reading skill, and writing skill for each of the three instructional levels; the Phase 1 and 2 curriculum outlines; suggested teaching techniques for Phase 2; and sample lesson plans for Phase 2 competencies. Phase 1 unit topics include: banking and bills; clarification; directions; emergencies; employment; health; housing; personal identification; and social language. Phase 2 unit topics include: the United States school system; school system personnel; the school building; supplies; U.S. holidays; school absence; school transportation; school calendar; registration; the report card; doctor/dentists appointments; parent conferences; children's problems; hot lunches; health notices and calls from school; library cards; field trips; and extracurricular activities. Attached is the report of a 2-year HELP program developed by the Elgin (Illinois) School District for Spanish speaking adults; appended materials include school forms, some in Spanish, basic competency tests, and scope and sequence outlines. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED332560

PROJECT HELP EVALUATION

(Northwest Educational Cooperative)
(Year 3 1988-89)

(Three Year Summing Included 1986-1989

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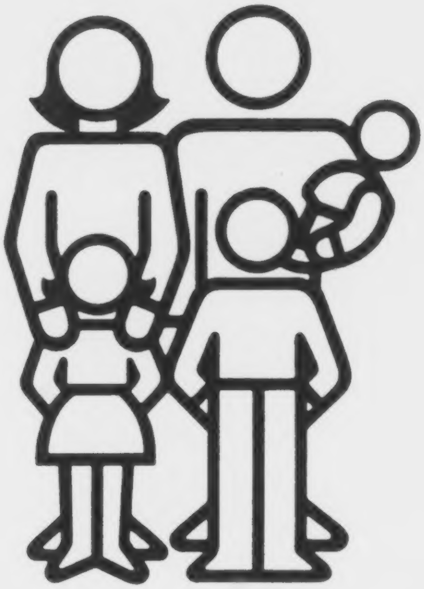
Home English Literacy For Parents:

An ESL Family Literacy Curriculum

HOME ENGLISH LITERACY FOR PARENTS:

An ESL Family Literacy Curriculum



Northwest Educational Cooperative
Des Plaines, Illinois
September, 1989

Dennis Terdy, Project Director
Laura Bercovitz, Project Coordinator

Funds for this project were provided through the U.S. Department of Education, OBEMLA, Family English Literacy.

ACKNOWLEDGEMENTS

Thanks are extended to the following people who played an integral role in the development and implementation of this Home English Literacy for Parents (H.E.L.P.) Project.

- The H.E.L.P. parent participants, for their enthusiasm and determination to learn English.
- The H.E.L.P. instructional staff for their willingness to pilot test new ideas in their classrooms.
- The H.E.L.P. Advisory Board for their extensive input throughout the development of this project.

  Anne Benavides/Joe Negron, Palatine District #15 Schools

  Toni Graziano (Parent), Medinah District #11 Schools

  Ninfa Agnello-Harrington, Medinah District #11 Schools, Keeville District # 20 Schools, and Itasca District # 10 Schools.

  Sandy Taenzer, ECDEC, Hoffman Estates

  Katie Wielowsinski/Sue Wagner, Elgin U-46 Public Schools

  Kim Zinman, Wheeling District #21 Schools

- All the principals and on-site coordinators of each H.E.L.P. site, for their flexibility and support over this project's duration.
- Dr. Pat Rigg, Tucson, AZ, for her insight concerning parents and their needs.
- The H.E.L.P. instructional staff who contributed and assisted with the writing and editing of this Curriculum.

  Carolyn Bohlman
  Barbara Bauer
  Kathy Deist
  Christy Keller Engen
  Elizabeth McNulty
  Linda Mrowicki
  Patricia Payne
  Susan Thompson

- The secretaries throughout the term of the project for their ready assistance.

  Tatiana Davidson
  Yvone Donatoni
  Monica Mazur
  Nelly Arboleda

- A special thanks to Sally Wigginton, the former H.E.L.P. Project Coordinator, for all of her creativity and work in initiating this project.

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I. BACKGROUND

The Home English Literacy for Parents (H.E.L.P.) Project and Curriculum were developed and implemented over a three year period in a variety of school programs in the Northwest Suburban Chicago area. School sites were selected because these offered bilingual programs and were accessible to resident language minority parents. H.E.L.P. Project services were offered to Parents for five hours per week at each of the seven school sites.

A two-phase curriculum, including a Parenting Issues Section, was developed with the close input and recommendations from the Project Advisory Council. Council members, most who were bilingual program administrators at each local site, were able to use their staff to identify the competencies to be addressed by Project H.E.L.P.

Further, H.E.L.P. instructors and their students provided additional feedback during the Project's tenure while involved in pilot testing and refining the curriculum competencies.

Project H.E.L.P.'s curriculum was developed in order to be implemented in a "typical" adult ESL education program. The curriculum integrates practical, commonly used adult English-Survival Competencies [Phase I] with School-Related Competencies [Phase II]. These School-Related competencies include Parenting Issues activities. The curriculum was developed taking into account the possibility of irregular attendance by participants with varying language skills, and other factors pertinent to adult second language learning.

The curriculum is based upon the premise that the students come to class with parenting skills acquired through life experiences. The curriculum therefore, focuses on building upon parenting skills, rather than on teaching parenting skills.

Instructional Notes:

Phase I and II Competencies of this curriculum do not need to be taught in order. However, it is recommended that both Phase I English-Survival and Phase II School-Related Competencies be prerequisites for the Parenting Issues activities. In addition, in the Parenting Issues section, the native language of the student can be used at appropriate times, since the goal of these activities is to encourage active student participation at all instructional levels.

Our intention is to make this practical, school-oriented curriculum flexible and readily adaptable to existing adult ESL programs and curricula.

Dennis Terdy

II. OVERVIEW OF THE H.E.L.P CURRICULUM

The Home English Literacy for Parents (H.E.L.P.) Project curriculum packet consists of the following components:

- Description of Student Instructional Levels: Beginning, Intermediate and Advanced
- Phase I of Instruction: English-Survival Competencies
- Phase II of Instruction: School-Related Competencies
- Teaching Techniques for Phase II
- Sample Lesson Plans of Phase II Competencies

Description of Student Instructional Levels:

In this component, there are general descriptions of a student's

- General Language Ability,
- Listening Comprehension,
- Oral Communication,
- Reading Skill, and
- Writing Skill.

These are outlined for each instructional level including Beginning, Intermediate, and Advanced. The charts for these language levels contain both general descriptions developed by the H.E.L.P. instructional staff and student descriptions adapted from the Mainstream English Language Training (MELT) Refugee Curriculum student Performance Levels (SPL).

Phase I of Instruction:

Phase I is comprised of basic English survival skills that parents may need to learn. Outlined below are the Phase I units of instruction and their corresponding competencies. (Not listed in priority order.)

UNIT 1: BANKING/BILLS

#1 Buy and fill out a money order; including the date, amount, name of addressee, own name, and signature.

#2 Read and pay bills.

UNIT 2: CLARIFICATION

Seek clarification/express a lack of understanding.

UNIT 3: DIRECTIONS

#1 Use a map to locate a place.

#2 Follow simple directions to locate a place.

UNIT 4: EMERGENCIES

#1 Report an emergency by telephone.

#2 Read caution words and emergency procedures.

UNIT 5: EMPLOYMENT

#1 State and fill out basic personal information.

#2 Describe work history.

UNIT 6: HEALTH

#1 Identify major body parts and state major illnesses and injuries.

#2 Make a medical/dental appointment in-person or over the phone.

#3 Read and follow directions on medicine labels.

UNIT 7: HOUSING

#1 Identify common household furniture, rooms and housing accommodations.

#2 Find information about available rental housing.

#3 Report household problems/emergencies and request repairs.

UNIT 8: PERSONAL IDENTIFICATION

Identify orally and in writing personal identification.

UNIT 9: SHOPPING

Read basic shopping signs and labels.

UNIT 10: SOCIAL LANGUAGE

#1 Introduce oneself and others.

#2 Describe weather conditions.

Phase II of Instruction:

Phase II incorporates both School-Related Language-Based skills and the correlating Content/Information that parents need to know. Related Parenting Issues are provided for extensive problem-posing activities. Each problem-posing activity allows the parents to apply both their newly acquired Language-Based and Content/Information-Based knowledge, with their existing parenting skills (wisdom).

An outline of the Phase II units of instruction and their corresponding competencies follow: (Not listed in priority order.)

UNIT I: U.S. SCHOOL SYSTEM

#1 Identify the levels within the U.S. School System.

#2 Identify the ages of children who attend a preschool and the different types of preschools. Describe their children's experience.

#3 Identify possible placement options for students within a school or school district.

#4 Identify their children's vocation/career options and describe their children's goals.

#5 Identify ways parents can interact in the U.S. School System.

UNIT 2: PERSONNEL IN THE SCHOOL SYSTEM

Identify job titles and responsibilities of the personnel in their children's school system.

UNIT 3: THE SCHOOL BUILDING

Identify the physical layout of a school - the location of offices, classrooms, etc. in their children's school(s).

UNIT 4: SCHOOL SUPPLIES

#1 Read the names and describe the uses of every item on their children's school supply lists.

#2 Identify places to purchase school supplies economically.

UNIT 5: AMERICAN HOLIDAYS:

Identify American Holidays and describe how and when they are celebrated in their children's school(s).

UNIT 6: SCHOOL ABSENCE

#1 Notify a school about their children's absences and identify reasons for children missing school.

#2 State their children's daily school schedules and the times it would be most appropriate to miss school, if necessary.

UNIT 7: **TRANSPORTATION TO SCHOOL**

#1 Identify the ways children can safely go to school.

#2 Read their children's school bus schedules/routes and describe the policies regarding school-provided bus transportation.

#3 Notify the appropriate party about their children's problems with school-provided bus transportation.

UNIT 8: **THE SCHOOL CALENDAR**

Read their children's school calendars.

UNIT 9: **SCHOOL REGISTRATION**

Register their children for school and fill out related forms.

UNIT 10: **THE REPORT CARD**

Read their children's report cards.

UNIT 11: **DOCTOR'S/DENTIST'S APPOINTMENT**

#1 Make doctor's/dentist's appointments for their children's examinations.

#2 Using a health form to describe their children's medical histories.

UNIT 12: **PARENT CONFERENCE**

#1 Make appointments for parent/teacher conferences for their children.

#2 State reasons why a teacher or parents would request a conference.

#3 Describe the reasons for a parent/teacher conference.

UNIT 13: **CHILDREN'S PROBLEMS IN SCHOOL**

#1 Describe academic problems children can experience.

#2 Describe possible behavioral problems children can exhibit.

UNIT 14: **HOT LUNCHES IN SCHOOL**

Read a lunch menu, describe hot lunch policy/procedures, and fill out appropriate forms.

UNIT 15: **HEALTH NOTICE/CALL FROM SCHOOL**

#1 Respond appropriately to a phone call from their children's school(s) regarding illness or injury.

#2 Read a written notification about a health notice issued from school.

UNIT 16: **LIBRARY CARDS**

Read the library's policies and fill out a borrower's application either for themselves and/or their children.

UNIT 17: SCHOOL FIELD-TRIPS

Fill out a field trip permission form.

UNIT 18: EXTRACURRICULAR ACTIVITIES

Identify extracurricular activities for children and describe the schedules, practices, meetings, equipment needs, etc.

Teaching Techniques for Phase II:

A Competency Instructional Model provides a general framework for the Phase II competencies. In addition, there are three detailed models for each instructional level: Beginning, Intermediate and Advanced.

Sample Lesson Plans of Phase II Competencies:

This curriculum component presents sample lesson plans of Language-Based and Content/Information-Based instruction, and for problem posing outlined in the Parenting Issues. The lesson plans are samples of activities that were used by some H.E.L.P. instructors to implement specific competencies in Phase II. The following units and their corresponding competencies are represented in the sample component:

• UNIT 6:	SCHOOL ABSENCE
Competency #1:	Notify a school about their children's absences and identify reasons for children missing school.
• UNIT 9:	SCHOOL REGISTRATION
Competency:	Register their children for school and fill out related forms.
• UNIT 13:	CHILDREN'S PROBLEMS IN SCHOOL
Competency #1:	Describe academic problems children can experience.
Competency #2:	Describe possible problems children can exhibit.
• UNIT 16:	LIBRARY CARDS
Competency:	Read the library's policies and fill out a borrowers application either for themselves and/or their children.

Each sample lesson plan contains the following information: the unit number, the competency, the parenting situation, description of activities, and the materials needed.

III. DESCRIPTION OF STUDENT INSTRUCTIONAL LEVELS

General Language Level Descriptions

Developed H.E.L.P. Instructional Staff

Student Instructional Level	General Description
Beginners:	• Understand limited number of phrases. • Learned language. • Name/address/street signs. • Alphabet. • Not complete utterances. • Good listening skills. • Possible comprehension, but can't express themselves.
Intermediate:	• Basic vocabulary/survival English. • Ask and respond to learned questions. • Starting to generate language. • Great disparit between oral and written. • New information is being accessed or produced.
Advanced:	• Access new information (media, telephone...). • Carry on a natural conversation. • Authentic reading materials with some difficulty. • Every day writing tasks, errors, but understood.

BEGINNING (Con't.)

LITERACY

READING	WRITING
• Reads and understands a limited number of comon sights words, and short, simple learned phrases related to immediate needs.	• Writes a limited number of very common words, and basic personal information of simplified forms; needs assistance.

- Focus is a connection to oral language with written language.
- Content is limited to known information.
- Activities include total physical response, language experience, written dialogs and simple forms.

INTERMEDIATE

Student Performance Level III-IV

ORAL PROFICIENCY

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION
III	• Functions with some difficulty in situations related to immediate needs.	• Understands simple learned phrases, spoken slowly with frequent repetitions.	• Expresses immediate survival needs using simple learned phrases. • Asks and responds to simple learned questions. • Some control of very basic grammar.
IV	• Can satisfy basic survival needs a few very routine social demands.	• Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	• Expresses basic survival needs, including asking and responding to relate questions, using learned and limited number of new phrases.

MELT Student Performance Level (SPL)
Beginning, Intermediate and Advanced

BEGINNING

Student Performance Level 0-II

ORAL PROFICIENCY

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION
0	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.
I	• Functions minimally, if at all, in English. • Can handle only very routine entry level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	• Understands only a few isolated words, and extremely simple learned phrases. (What's your name?	• Vocabulary limited to a few isolated words. • No control of grammar.
II	• Functions in a very limited way in situations related to immediate needs.	• Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	• Expresses a limited number of immediate survival needs using very simple phrases. • Asks and responds to very simple learned questions.

INTERMEDIATE (Con't.)

LITERACY

READING	WRITING
• Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	• Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.

- Focus is on reading for new information and writing to convey new information.
- Content of readings has new information.
- Basic reading strategies predicting, sampling, and confirming/rejecting are practiced.
- Pre-reading/predicting activities utilized.
- Silent reading emphasized.

ADVANCED

Student Performance Level V-VI

ORAL PROFICIENCY

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION
V		
• Can satisfy basic survival needs and some limited social demands.	• Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. • Has limited ability to understand on the telephone.	• Functions indepently in most face-to-face basic survival situations, but needs some help. • Asks and responds to direct questions on familiar subjects. • Still relies on learned phrases, but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses.

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ADVANCED (Con't.)

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION
V			• Communicates on the phone to express a limited number of survival needs, but with some difficulty. • Participants in basic conversation in a limited number of social situations. • Can occasionally clarify general meaning by simple rewording. • Increasing but inconsistent, control of basic grammar.
VI	• Can satisfy most survival needs and limited social demands.	• Understanding conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. • Has some ability to understand without face-to-face contact (e.g. on the telephone, TV).	• Functions independently in most survival situations, but needs some help. • Relies less on learned phrases; speaks with creativity, but with hesitation. • Communicates on the phone on familiar subjects, but with some difficulty. • Participates with some confidence in social situations when addressed directly. • Can sometimes clarify general meaning by rewording. • Control of basic grammar evident, but inconsistent, may attempt to use more difficult grammar but with almost no control.

ADVANCED (Con't.)

READING	WRITING
• Reads and understands simplified materials on familiar subjects.	• Performs basic writing tasks in a familiar context including short personal notes and letters (e.g. to a teacher or landlord.).
• Many attempt to read some non-simplified materials (e.g. a notice from gas Company, but needs a great deal of assistance.	• Make some errors; may need assistance.

- Materials are primarily simplified with some authentic materials, included.
- Focus is on reading and writing for different purposes (general information, specific details, etc.).
- Reading skills are practiced (getting the main idea, sequencing, etc.).

IV. PHASE I OF INSTRUCTION

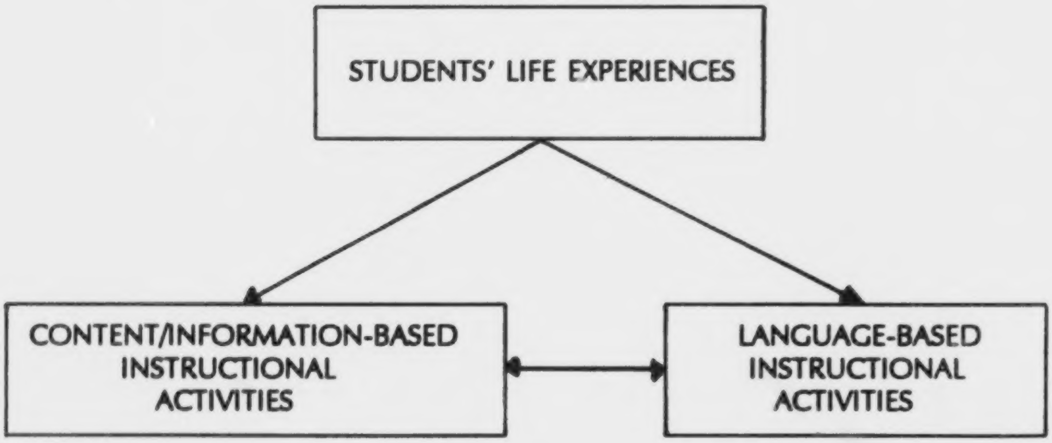
INTRODUCTION TO PHASE I OF INSTRUCTION

Survival-English

Phase I is comprised of ten units of basic English-Survival skills. Each unit has one to three competencies which reflect the unit's Survival English skill. The competencies are divided into the following sections: Competency, Instructional Levels, Vocabulary, Grammar, and Content/Information.

- The Competency is stated in objective terms.
- Instructional Levels categorizes specific competency-based skills that are appropriate for Beginning, Intermediate, and Advanced students. Examples of these skills are provided where applicable.
- The Vocabulary Section lists words, phrases and terminology that relate to the competency. This section is the basis for the Language-Based instructional activities.
- Grammar identifies the Competency's basic grammatical focus.
- Content/Information highlights important concepts and pertinent facts that directly relate to the Survival English competency. The Content/Information section provides the basis for Content/Information-Based instructional activities.

Phase I has been designed to recognize and expand the role of the adult ESL students' life experiences. During instruction, the general Language-Based activities frequently precede the Content/Information-Based activities. However, neither is considered more important and each serves as an integral focus for all of the H.E.L.P. Phase I competencies. The flow chart below demonstrates the continuous interrelationship of students' life experiences, Language-Based activities and the Content/information-Based activities.


STUDENTS' LIFE EXPERIENCES
CONTENT/INFORMATION-BASED INSTRUCTIONAL ACTIVITIES
LANGUAGE-BASED INSTRUCTIONAL ACTIVITIES

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 1: BANKING/BILLS

COMPETENCY #1: **Buy and fill out a money order; including the date, amount, name of addressee, own name, and signature.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Fill out a typical money order, copying off a form or with assistance.	Ask for a money order in a variety of situations and fill it out without assistance. ***"I need a $20.00 money order, please."***	Ask for a money order in a variety of situations and fill out a variety of money orders for oneself or for others. ***"I'd like to get a $50.00 and $200.00 money order and one $160.00 registered check."***

VOCABULARY:

1. **Date Terminology:**	month, day, year.
2. **Money Terminology:**	numeric amount (e.g. $165.43), handwritten amount (e.g. ninety dollars and 24/100).
3. **Banking Terminology:**	check, money order, registered check, etc.

GRAMMAR:

Present tense
Modal "would"

CONTENT/INFORMATION:

- Types of money orders, checks, etc.
- Places one can obtain a money order: bank, grocery store, etc.
- Cost of various money orders/checks.
- The information needed to be filled out a money order, check, etc.
- In the U.S., the month is written first, then the day.
- The purpose of a money order and the benefits of using one instead of cash.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 1: BANKING/BILLS

COMPETENCY #2: **Read and pay bills.**

INSTRUCTIONAL LEVELS:

BEGINNING	INTERMEDIATE	ADVANCED
Read the "Amount Due" and "Date Due" on simplified bills.	Read the "Amount Due" and "Date Due" on authentic bills and accurately fill out a personal check to pay them.	Read details for the types of charges on a variety of authentic bills and accurately write a personal check to pay for them.

VOCABULARY:

1. **Bill Terminology:** date, date due, amount due, signature, pay to the order of, overdue, past due, etc.
2. **Penalty Terminology:** late charge, interest, disconnection of service, etc.

GRAMMAR:

Present tense

CONTENT/INFORMATION:

- The use of the return envelope that is included w/the bill.
- Places to pay bills in person: at the company office, some banks, some supermarkets, etc.
- Handwritten amount vs. numerical amount. [When there's a discrepancy the handwritten is the accepted amount.]
- Checks/money orders need to be signed to be valid.
- Possible penalties for overdue payment: late charge, disconnection of service, etc.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 2: CLARIFICATION

COMPETENCY #1: **Seek clarification/express a lack of understanding.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Ask for clarification using standard phrases.	Ask for clarification of specific words or ideas.	Ask for clarification by rephrasing or repeating what someone else said.
"I don't understand."	***"What does ______ mean?"***	***"Do you mean you're all done?"***

VOCABULARY:

Clarification Terminology: excuse me, I don't understand, please repeat that, what does ____ mean, how do you spell _____, how do you say this word, could you talk a little slower, etc.

GRAMMAR:

Present tense: statements
questions - various forms

CONTENT/INFORMATION:

- People sometimes assume that if you can speak a little of a language, you are virtually bilingual. Mono-lingual people may not understand the discrepancies between oral, written and listening skills. [If you can say these phrases, why can't you understand this explanation?]
- Individuals who can help clarify written materials are teachers, staff in social agencies, friends, lawyers, etc.
- The importance of good, slow, pronunciation when seeking clarification.
- There are differences between:
  - "I don't understand the meaning of the words." and "I don't understand what you mean."
  - "I don't understand your meaning." and "I don't understand because you talk too fast."
- The correct clarification expression is important. Sometimes more confusion can occur because the wrong expression in used. Asking for clarification needs to be as specific as possible. Just saying, "I don't understand" often isn't clear enough.

Note: ***This unit is usually targeted in context, as the need arises.***

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 3: DIRECTIONS

COMPETENCY #1: **Use a map to locate a place.**

INSTRUCTIONAL LEVELS:

BEGINNING	INTERMEDIATE	ADVANCED
Read a simple hand-drawn map.	Read a simple authentic map.	Read a variety of detailed, authentic maps.

VOCABULARY:

1. **Direction Terminology:** north, south, east, west, northeast, southeast, northwest, southwest, left, right, straight, turn, etc.
2. **Location Terminology:** on the corner, middle of the block, street, across from, next to, around the corner, between, etc.
3. **Distance Terminology:** blocks, miles, close, far, near, etc.
4. **Street Terminology:** road, avenue, expressway, tollway, intersection.
5. **Map Terminology:** compass, key, symbols, grid.

GRAMMAR:

Imperative
Adverbs and prepositions of place
Wh questions

CONTENT/INFORMATION:

- The types of colored road lines and map symbols listed in all "Map Explanation Boxes".
- North is always the top of the map.
- Places to seek help in reading a map: a gas station, police station, post office, etc.
- How to use the street index/map grid.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 3: DIRECTIONS

COMPETENCY #2: **Follow oral directions to locate a place.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Follow simple oral directions to locate a place.	Follow multi-step directions to locate a place using public places.	Follow and give multi-step directions used in town and from city to city.
"Go straight. It's on the corner."	***"First go straight 3 blocks, then turn left on Pine street. Go 3 stop lights and it's on the right, next to the bank."***	***"Go North on Rt. 59 and turn East on Rt. 58. Go 6 miles and take a left on Higgins Rd."***

VOCABULARY:

1. **Direction Terminology:**	north, south, east, west, northwest, southeast, southwest, northwest, left, right, straight, turn, etc.
2. **Location Terminology:**	across from, around the corner, next to, between, on the corner, middle of the block, etc.
3. **Distance Terminology:**	blocks, miles, close, far, near, etc.
4. **Street Terminology:**	street, road, route, avenue, intersection.
5. **Cardinal and Ordinal Numbers:**	(e.g. 2nd stop light, Rt. 59).
6. **Public Building Names:**	bank, library, police station, etc.
7. **Common Landmarks:**	stop sign, stop light.
8. **Instruction Terminology:**	turn, go, continue, go past, go through.

GRAMMAR:

Imperative
Adverb and preposition of place
Wh questions

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 3: DIRECTIONS

COMPETENCY #3: **Follow simple directions to locate an Item.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Follow simple oral directions to locate an object.	Follow multi-step directions to locate an item and read a simple store directory.	Read a variety of authentic store directories and follow complex directory.
"Top shelf, bottom shelf, on the right, in the corner, etc."	*"It's on the second floor in the Linen Department."*	*"Go down this aisle until you get to the toy section. Go to your left and a few aisles down and it will be on your left, on the top shelf."*

VOCABULARY:

1. Direction Terminology: right, left, up, down, turn, go past, etc.
2. Store Terminology: row, aisle, department, section, floor, level, elevator, escalator, sales people, clerk, manager.
3. Ordinal Numbers: (e.g. 2nd floor, 4th aisle).
4. Location Terminology: top, middle, bottom, left, corner, front, back, center.

GRAMMAR:

Wh questions
Polite questions (e.g. excuse me,...)
Prepositions of locations
Imperative

CONTENT/INFORMATION:

- Repeating directions for clarification before leaving is a good practice.
- Store employees often wear name tags, decal shirts, etc. to identify themselves as employees.
- Employees should be approached to ask for help.

CONTENT/INFORMATION:

- Repeating directions for clarification before leaving is a good practice.
- Places to seek help when trying to locate a place: a gas station, police station, post office, etc.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 4: EMERGENCIES

COMPETENCY #1: **Report an emergency by telephone.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify oneself and the address, and state the nature of the emergency in simple terms.*	Describe a variety of emergencies with some elaboration and make a specific request for help.	Describe a variety of emergency situations with great detail, make a specific request, and ask for instructions.
"This is Maria Juarez. I'm at 820 State St. There's a fire."	***"There's a car accident on the corner of State St. and Rt. 20. Two people are hurt. Please send an ambulance."***	***"My son drank some bleach, probably several ounces. He's gagging and seems like he's going to vomit. His eyes are very glassy. Please send an ambulance. Is there anything I can do until it arrives?"***
* May require native language.		

VOCABULARY:

1. **Emergency Help to Contact:**	ambulance, police, fire department, hospital emergency, local poison control center, etc.
2. **Medical Condition Terminology:**	bleeding, hurt, unconscious, vomiting, glassy-eyed, not breathing, no pulse, etc.
3. **Emergency Terminology:**	drowning, overdose, poison, accident, fire, cut, choking, car accident, etc.
4. **Address Terminology:**	street name, street number, intersection, street names, apartment number, name of apartment complex, etc.

GRAMMAR:

Present tense
Imperative

CONTENT/INFORMATION:

- Phone numbers of local police and fire departments, and the poison control center in their area.
- Where to locate emergency phone numbers.
- Possible places to put emergency phone numbers: on/next to phone, bulletin board, etc.
- If one doesn't know or can't find the emergency phone numbers, information can be given to the operator by dialing "0".
- Addresses are commonly forgotten in reporting emergencies.
- Car accident victims should not be moved to prevent inflicting more injury.
- Safety precautions used to prevent emergencies: smokealarms, locked doors, seat belts, infant car seats, dangerous substances out of the reach of children, etc.
- Location of local first aid classes.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 4: EMERGENCIES

COMPETENCY #2: **Read caution words and emergency procedures.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Read common caution words. *"poison, dangerous"*	Read caution words and simplified emergency procedures. *"poison, antidotes"*	Read a variety of authentic emergency procedures. ***"poison antidotes, school fire drills and tornado procedures, etc."***

VOCABULARY:

1. Caution Terminology:	dangerous, poison, hazardous, not to be taken internally, flammable, external use only, for ages ___ years, not for children under ___ years, etc.
2. Emergency Procedure Terminology:	antidotes, induce vomiting, call your doctor/hospital, take cover away from windows, etc.
3. Common Symbols:	poison, skull and crossbones, Mr. Yuck, etc.

GRAMMAR:

Present tense
Imperative

CONTENT/INFORMATION:

- Many items (toys, machinery, drugs, etc.) have warnings or caution sections on their labels or in the enclosed instruction sheet.
- Warnings should be read before an item is purchased, e.g. buying an appropriate toy for a young child. Warnings should also be read before using the product.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 5: EMPLOYMENT

COMPETENCY #1: State and fill out basic personal information.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
States one's name, address, telephone number, social security number, and citizenship status upon request, and/or copy information on a basic application form. *	Describe basic personal information with some detail and complete a simplified application form.	Describe personal information with great detail, fill out a variety of authentic application forms, and describe personal information in narrative form.
"My name is Juan Cruz. I live at 110 Cedar St. My phone # is ___."	*"My name is Joe Chen. I've lived at 320 Pine St. for the last 3 years."*	*"My name is Jim Garcia. I've just moved to Palatine from Chicago and my current address is 212 Hickory. My phone is out of order. I'll give you my brother's phone number."*
* May require native language.		

VOCABULARY:

Personal Information Terminology: name, address, phone number, important dates, personal numbers (social security, alien #, etc.), former employers, job title, education, references, signature.

GRAMMAR:

Present tense
Present perfect tense
Wh questions

CONTENT/INFORMATION:

- Consequences of lying on an employment application.
- The importance of being as accurate as possible. Keep an updated record for future reference.
- How body language, facial expressions, eye contact, etc. affect the opinion of a job interviewer.
- Print all information in an application in capital letters. Use a pen. [Erasable pens can be purchased.]
- The practicality of completing a personal information sheet to take along when a form needs to be completed.
- Sometimes you're allowed to take the application home and sometimes not.
- The difference between personal and business references.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 5: EMPLOYMENT

COMPETENCY #2: **Describe work history.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING

Describe types of jobs and duties upon request and fill out a simplified job application. *

"I was a machine operator. I fix machines, too."

* May require native language.

INTERMEDIATE

Describe previous jobs and duties w/some detail and fill out authentic job applications.

"I worked in landscaping for 2 years. I drove a truck and used many different machines."

ADVANCED

Describe and write w/elaborate details previous jobs, the duties and present wants.

"I was a secretary in an accounting company in Mexico for 3 years. I typed 60 wpm and took shorthand. I know a little about computers, and I want to learn a lot more."

VOCABULARY:

1. **Job Terminology:**	machine operator, farmer, truck driver, etc.
2. **Job Skill Terminology:**	specific to students' personal experiences.
3. **Education Terminology:**	description of previous schooling (e.g. vocational classes taken).
4. **Past Time Terminology:**	(e.g. 2 years ago).

GRAMMAR:

Present tense and past tense
Prepositions
Adverbs of time

CONTENT/INFORMATION:

- Identify past jobs and give appropriate job titles: assembly worker, secretary, mechanic, etc.
- Identify and label the skills performed for a job: packed boxes, filled out order sheets, etc.
- The use of a job history; stressing the positive aspects in a job application.
- The "employment history" section of a job application usually asks for Most Recent Job First. This means to list jobs beginning with present job and go back in time, not to begin with one's first job.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 6: HEALTH

COMPETENCY #1:

Identify major body parts and state major illnesses and injuries.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Name major body parts and state common illnesses or basic injuries.	Describe w/some detail major illnesses, their symptoms, and/or common injuries.	Describe a past or current illness or injury w/elaborate detail.
"I burned my leg."	*"My throat is very sore. I think I have tonsillitis again."*	*"In 1979 I had a gall-bladder operation, where they removed several gallstones. Luckily, I haven't had any recurrence of this problem."*

VOCABULARY:

1. Major Body Parts Terminology:	arm, leg, eye, nose, finger, etc.
2. Common Illnesses/Injuries Terminology:	sore throat, fever, stomach ache, etc.
3. Descriptive Terminology:	hurt, sore, swollen, burning, pain, cramp, chills.

GRAMMAR:

Simple present tense
Simple past tense
Wh questions

CONTENT/INFORMATION:

- Types of common illnesses and diseases and their symptoms.
- Possible preventative measures to illness or injury (nutrition, safety gear, etc.).
- Importance of vaccinations, boosters, and other injections.
- American attitudes toward work and school attendance when one has an infectious illness or disease.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 6: HEALTH

COMPETENCY #2: **Make a medical/dental appointment in person or by phone.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Request an appointment. Describe the reason, and confirm the date and time. *	Change the time or date for a medical appointment and state the reason simply. Read a simple appointment card.	Change an appointment giving reasons w/elaborate detail. Read a variety of authentic appointment cards.
"I need to see the doctor. I have a sore throat and fever. OK, today at 4:00 p.m. is fine."	*"I can't come to my appointment tomorrow. I'm going to be working. Is Friday OK?...OK, Friday at 10:00 a.m. Thank you."*	*"I can't make my appointment this afternoon. There's been a death in the family, my aunt, and we'll be attending to funeral arrangements. Can I change it to next week on Thursday, the 24th? Yes, 11:00 a.m. is fine. Thank you."*
* May require native language.		

VOCABULARY:

1. **Calendar Terminology:**	months, days, and actual dates.
2. **Time Terminology:**	morning, afternoon, specific times.
3. **Common Illness/Injury Terminology:**	see Unit 6, Competency #1.
4. **Descriptive Terminology:**	see Unit 6, Competency #1.

GRAMMAR:

Simple present tense
Can/can't

CONTENT/INFORMATION:

- Common illnesses and their symptoms.
- Types of vaccinations and injections (when they are necessary).
- Various types of medical treatment centers available in the community: hospital, clinic, etc.
- It is helpful to use "cannot" instead of "can't" when talking on the phone, to be understood more clearly.
- The importance of not scheduling an appointment during school or work hours if at all possible. It's okay to request an alternate time if the time first suggested is in conflict with your schedule.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 6: HEALTH

COMPETENCY #3: **Read and follow instructions on medical labels.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Read very simplified instructions related to dosage and time.	Read a variety of instructions and warnings on simplified labels.	Read elaborate instructions and warnings on a variety of authentic labels.
"One pill every 4 hours."	*"Take 2 tablets, four times a day. Must be taken 1 hour after eating."*	

VOCABULARY:

1. **Medicine Terminology:** pill, capsule, tablet, caplet, liquid.
2. **Dosage/Time Terminology:** times (3 times a day), morning, evening, before bed, after meals, hours, etc.
3. **Warning Terminology:** may cause drowsiness, for external use only, do not operate machinery, etc.

GRAMMAR:

Imperatives

CONTENT/INFORMATION:

- Brand name drugs vs. generic drugs.
- Common warnings on medical labels.
- Dangers of children being given aspirins, or medicines not designated for children.
- Differences and similarities of common over the counter "pain killing" medicines (Bufferin, Aspirin, Tylenol, Liquiprin, Motrin, etc.)
- The importance of following medical labels instructions precisely: ineffectiveness, drowsiness, irritability when administered inappropriately, etc.
- The importance of taking all the medication as directed. [Don't save some for future use.]
- The dangers of taking medicine prescribed for someone else.

PHASE I: ENGLISH-SURVIVAL COMPETENCY

UNIT 7: HOUSING

COMPETENCY #1: **Identify common household furniture, rooms, and housing accommodations.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Name common furniture items and rooms and simply describe own homes.	Describe own homes and furnishings using simple sentences.	Describe own homes using elaborate detail.
"I have 2 bedrooms and a bathroom."	*"I have a sofa and 2 chairs in my living room."*	*"I have a large kitchen w/many appliances. I use my toaster, blender, and can opener probably everyday. My apartment is on the 2nd floor."*

VOCABULARY:

1. Room Terminology: kitchen, bedroom, etc.
2. Furniture Terminology: couch, bed, table, etc.
3. Appliances Terminology: toilet, stove, etc.
4. Cardinal Numbers
5. Colors
6. Accessories Terminology: curtains, pillows, bedspread, pictures, plants, silk flowers, etc.
7. Design Terminology: striped, flowered, floral, tweed, etc.

GRAMMAR:

Present tense
Wh questions
Need/have
Prepositions of place

CONTENT/INFORMATION:

- Common American appliances and their uses.
- Various styles of furniture: country, colonial, contemporary, etc.
- Various housing accommodations: apartment, duplex, house, townhouse, condo, etc.
- Various types of furniture and the rooms they are used in (formal living room furniture, family room furniture, dining room furniture, dinette/kitchen furniture, etc.)

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 7: HOUSING

COMPETENCY #2: **Find information about available rental housing.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Read a "Vacancy" sign and orally ask about rent, utilities, deposit, and availability. * *"How much is the rent? Are utilities included? Do you want a deposit? How much?"* * May require native language.	Read simple rental ads and identify rents and other provisions listed.	Read a variety of authentic rental ads which use abbreviations and identify rents and other provisions listed.

VOCABULARY:

1. **Rental Ad Terminology:** vacancy, rooms, utilities (gas, water, electric) air conditioning, deposit, rent, children, pets, manager, parking, garage, upper, lower, etc.
2. **Rental Ad Abbreviations Terminology**

GRAMMAR:

Simple present tense: statements
questions - various forms

CONTENT/INFORMATION:

- How to find out about available housing: newspaper ads, signs in windows, grocery store, bulletin boards, etc.
- Rights of the renter vs. the rights of the landlord.
- How to get utility services started: phone #'s, deposits, etc.
- The advantages and disadvantages of leases. Sub-letting an apartment.
- How to get your deposit returned: cleaning, pre-moving in photos, etc.
- Things to consider when choosing an apartment: location, security, convenience of shopping, schools, public transportation, etc.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 7: HOUSING

COMPETENCY #3: Report household problems/emergencies and request repairs.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify common problems and report them using simple English.	Report common problems and describe how they occurred w/some detail.	Describe in detail the nature of a variety of household problems and emergencies and make suggestions for solving them.
"My toilet is leaking."	*"My drain is clogged. I have water standing in the kitchen sink. I think maybe some food is stuck in the pipe."*	*"The heat is off in our apartment. If you can't come by soon, I'd like to call the repairman. I can send you the bill."*

VOCABULARY:

1. Common Problem Terminology:	broken, clogged, leaking, stuck, roaches, mice, ants, rats, etc.
2. Appliance Terminology:	toilet, door, stove, etc.
3. Utility Terminology:	heat, electricity, etc.

GRAMMAR:

Present tense: simple
continuous

CONTENT/INFORMATION:

- Rights of tenants vs. the rights of a landlord: who pays what, eviction, etc.
- Taking care of own small household problems: plungers, drain cleaners, insecticides, cleanliness, etc.
- Dangers of insecticides: around children, food, pets, etc. Importance of reading labels before using any household product.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 8: PERSONAL IDENTIFICATION

COMPETENCY #1: **Provide information about personal identification.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Provide your address, phone #, date of arrival, birth date, and information about family members upon request, both orally and on a simplified form. *	Provide personal information w/some detail, both orally and on simplified forms.	Provide personal information w/elaborate detail, both orally and in narrative form.
"My name is Juan Cruz. My address is ___ etc."	*"My name is John Dice, and I have been in the U.S. since June, 1986."*	*"My name is Quan Fang. I've been working as a plumber in the U.S. since my arrival in May of 1975. I have 4 sons, the first two were born in China, the last two in Los Angeles."*
* May require native language.		

VOCABULARY:

Personal Information Terminology: name (first, middle, last) birth date, birth place, family members, address, date of arrival in U.S.

GRAMMAR:

Present tense and past tense
Present perfect tense: regular
continuous
Wh questions

CONTENT/INFORMATION:

- Rights of aliens/citizens in the U.S. with immigration, the police, etc.
- The necessity of carrying an identification (IDs) at all times. The specific times when I.D.s are necessary: while driving, buying liquor, shopping, banks.
- I.D.s that are valid: temporary/permanent resident card, driver's license, social security card, work I.D., school I.D., credit card, etc.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 9: SHOPPING

COMPETENCY #1: **Read basic shopping signs and labels.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify price, amount or quantity, and size.	Read labels and tags in simple English regarding storage, care, and contents. *"To be refrigerated after opening. Keep away from children."*	Read a variety of authentic labels, tags, and signs regarding contents, directions for use/care, and unit costs.

VOCABULARY:

1. Price Terminology:	on sale, reduced, __% off, discounted, clearance, coupon, etc.
2. Store Item Terminology:	food, clothing, household, cleaning, furniture, etc.
3. Shopping Selection Terminology:	size, quantity, try on, try out, economy size, etc.

GRAMMAR: [No grammatical forms for this competency.]

CONTENT/INFORMATION:

- Sometimes one can only take in a specific number of garments to the changing (fitting) room.
- Figuring discounts.
- Quality vs. low prices, what to consider: how long do you want it to last, do you get a warranty, etc.
- Comparative shopping: finding sales, saving coupons, outlet stores, discount stores (e.g. T.J. Maxx, Marshall's, Venture, etc.).
- How much assistance is available in various types of stores: shopping unassisted, clerks providing advice of opinions, shopping assistance, etc.
- How to deal with persistent clerks politely.

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 10: SOCIAL LANGUAGE

COMPETENCY #1: Introduce oneself and others.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Introduce oneself using simple English. *"Hello, my name is Chris Pierda. Nice to meet you."*	Introduce oneself and others by name and provide basic information about oneself/others. *"Hi, my name is John Shuler. I'm a student at E.C.C. and this is my friend George Ho. He's studying in the amnesty program here."*	Introduce oneself and others and provide elaborate details (occupation, country of origin, children's schools, etc.) *"Hi, I'd like you to meet my son Bill. He's studying to be a dentist at Loyola University. He'll be graduating next spring and then he plans to return to Spain to work."*

VOCABULARY:

1. Family Members' Names
2. Common Names
3. Greeting Terminology: hi, hello, good morning/afternoon/evening, etc.
4. Introduction Terminology: this is, my name is, his/her name is, I'd like you to meet, etc.
5. Response to Introduction Terminology: pleased/glad/nice to meet you, etc.

GRAMMAR:

Present tense: simple
continuous
Modal: "would"
Future tense

CONTENT/INFORMATION:

- Shaking hands vs. kissing.
- Appropriate personal information that should be included in an introduction with various people: child's teacher, co-workers, neighbor, etc.
  [Be careful to include name with title, e.g. "I'd like you to meet my mom, Janet Smith."]
- Appropriate small talk after an introduction, e.g. "Do you live in ______?".

PHASE I: ENGLISH-SURVIVAL COMPETENCIES

UNIT 10: SOCIAL LANGUAGE

COMPETENCY #2: **Describe weather conditions.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Describe basic weather conditions using simple English.	Listen to the weather report on the phone and describe the current weather and the forecast.	Listen to the weather report on the radio or TV and describe the current weather and the forecast.
"It's cold and snowing."	*"Today is hot and sunny, but tomorrow will be cool and cloudy, only 65."*	*"Today is sunny and hot with 80% humidity. Tomorrow we are expecting a cold front to come in by late afternoon."*

VOCABULARY:

1. **Weather Condition Terminology:**	sunny, cloudy, rain, humid, snow, sleet, icy, partly cloudy, etc.
2. **Temperature Terminology:**	warm, cold, hot, cool, degrees, etc.
3. **Season Terminology:**	summer, winter, fall, autumn, spring.
4. **Weather Terminology:**	forecast, front, humidity, barometric pressure, etc.

GRAMMAR:

Present progressive tense
Future tense
Be and adjectives

CONTENT/INFORMATION:

- Appropriate dress for various weather conditions.
- Using weather as a conversation starter and for "small talk".
- Dangers of overexposure in very hot/cold weather and what to do to prevent and treat it.
- Sometimes limited water use is required in dry summers. The purposes of sprinkling bans.
- The average temperatures and weather conditions for the different seasons.

V. PHASE II OF INSTRUCTION

INTRODUCTION TO PHASE II OF INSTRUCTION

School-Related

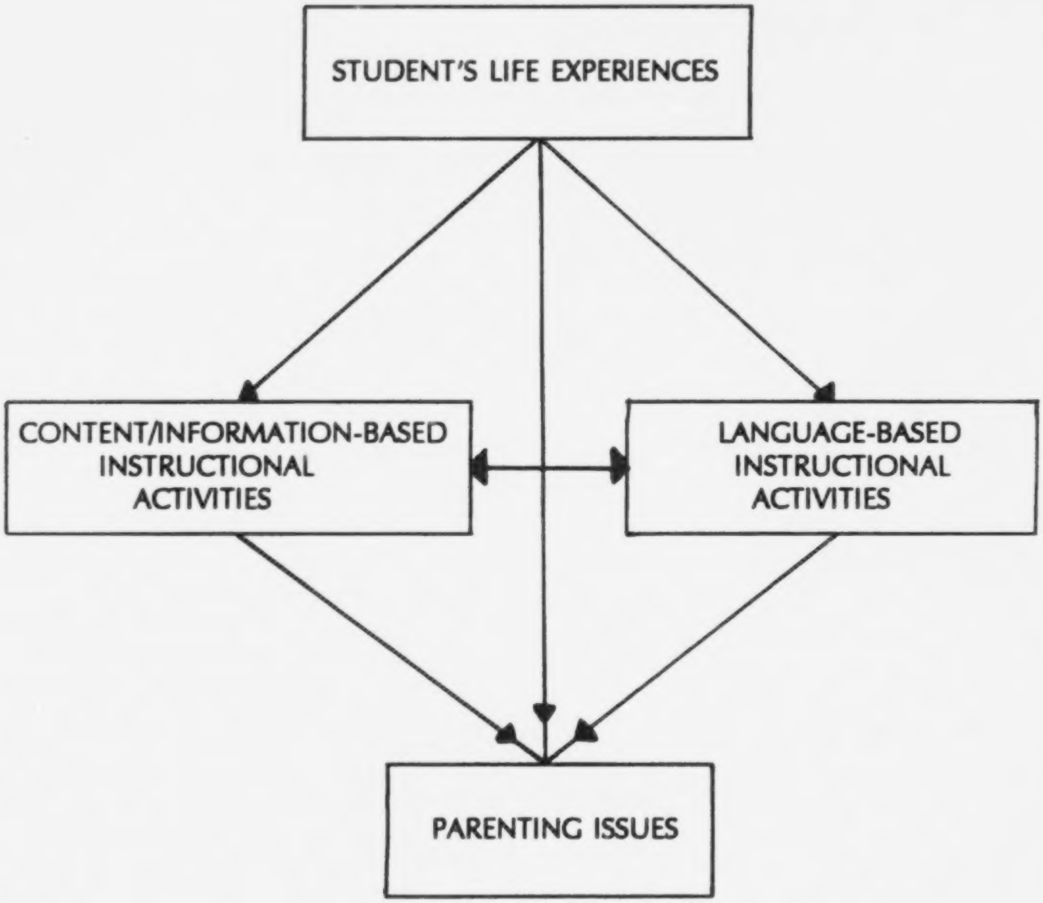
Phase II is comprised of eighteen units of School-Related parenting skills. Each unit has one to five competencies which reflect the unit's School-Related skill. The competencies are divided into the following sections: Competency, Instructional Levels, Vocabulary, Grammar, Content/Information and Parenting Issues.

- The Competency is stated in objective terms.
- Instructional Levels categorize specific competency-based skills that are appropriate for Beginning, Intermediate, and Advanced students. Examples are provided where applicable.
- The Vocabulary Section lists words, phrases and terminology that correlate to the competency. This section is the basis for the Language-Based instructional activities.
- Grammar identifies the Competency's basic grammatical focus.
- Content/Information highlights important concepts and pertinent facts that directly relate to the school-related competency. The Content/Information section provides the basis for Content-Based instructional activities.
- Parenting Issues lists questions and statements that pose realistic parenting problems related to school experiences. The newly learned knowledge from the Language-Based and Content-Based instructional activities combined with life experiences acquired through parenting forms the basis of the instructional approaches for the Parenting Issues.

  The Parenting Issue activities are not meant to be solved, instead they are meant to serve as a catalyst for discussion. These issues provide parents with an opportunity to voice opinions, to hear other opinions, to raise issues, and/or find solutions.

Phase II has been designed to recognize and build upon the parenting skills of the adult ESL students. During instruction, the general Language-Based Activities frequently precede the Content/Information-Based Activities. However, although neither is considered more important, both are needed for students to comprehensively participate in a Parenting Issue activity. The Parenting Issues serve as the integral focus for all the H.E.L.P. Phase II competencies.

The chart below demonstrates the continuous interrelationship of student's life experiences, Language-Based activities and Content/Information-Based activities. In addition the chart illustrates the dependency Parenting Issues have on life experiences and other activities.


STUDENT'S LIFE EXPERIENCES
CONTENT/INFORMATION-BASED INSTRUCTIONAL ACTIVITIES
LANGUAGE-BASED INSTRUCTIONAL ACTIVITIES
PARENTING ISSUES

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 1: U.S. SCHOOL SYSTEM

COMPETENCY # 1: **Identify the levels within the U.S. School System (preschool - university) and describe their children's progression within the school system.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify the school and grade level.	Describe the types of schools, the grades offered, and actual name of school.	Compare the types of schools, levels, and their relationship to each other.
"My child is in 2nd grade at North Shore School."	*"My child is in 2nd grade in North Shore School. It is an elementary school."*	*"My child is in 6th grade. Next year she will be in 7th grade at the junior high school."*

VOCABULARY:

1. Types of Schools: preschool, elementary, junior high, middle school, secondary, high school, community college, university, public, private, etc.
2. Cardinal and Ordinal Numbers (for grades).
3. Other words for Grades: kindergarten, freshman, sophomore, junior, senior.
4. Subject Areas: reading, math, science, social studies, spelling, etc.

GRAMMAR:

Present tense, past tense, and future tense
Possessives

CONTENT/INFORMATION:

- The progression of grades within a school.
- The progression of schools within a district and their locations on a map.
- Which grades and age groups make up a school.
- The relationship of children's ages to their grade level.
- Terminology used to describe levels in schools can differ from district to district.

PARENTING ISSUES:

- What are some differences/similarities between the U.S. school system and your native country? What are the advantages/disadvantages?
- Their children's present school experiences.
- Children's likes/dislikes vs. parents' likes/dislikes about school system.
- What are the male and female expectations in the school of the teachers? Parents?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 1: U.S. SCHOOL SYSTEM

COMPETENCY # 2: **Identify the ages of children who attend a preschool and the different types of preschools. Describe their children's experiences.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify the ages of children who can attend a preschool.	Identify who is attending pre-school and the logistics.	Identify who is attending pre-school, the logistics, and state experience or knowledge of the preschool curriculum.
"My 4 year old child goes to a pre-school."	*"My child goes to pre-school every day in the morning".*	*"My child is 4 years old. He goes to preschool every morning. He's learning to count."*

VOCABULARY:

1. Program Terminology:	nursery school, preschool, day care.
2. Activity Terminology:	social, academic, play sharing, reading (alphabet), math (numbers and counting), taking turns, working in a group, field trip, etc.
3. Cardinal Numbers	
4. Types of Schools Terminology:	funded, private, bilingual, co-op, park district, etc.

GRAMMAR:

Present tense, past tense, and future tense
Possessives
Continuous form

CONTENT/INFORMATION:

- The ages, in general, of a child eligible to attend a preschool.
- The concept that children are not required to attend preschool.
- Checking/selecting a preschool: checking references, observing, other parent's opinions, etc.
- The types of activities a preschool may emphasize: (e.g. academic, socialization).
- The schedules of preschool. Which time of day is best for a child ? How often should a child attend?
- The different cost/tuition options available: funded, private, religious, park district, co-op., bilingual, lab schools, Head Start, etc.
- The possibility of taking field trips, and possible destinations.
- Differentiate between daycare and preschool.

PARENTING ISSUES:

- Is preschool necessary or advantageous for 3-5 year olds?

- Do preschools differ? What could be most important to parents when choosing a preschool?

- What are the advantages/disadvantages of a daycare program vs. having a babysitter?

- Should preschoolers be allowed to go on a school-sponsored field trip? Why or why not?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 1: U.S. SCHOOL SYSTEM

COMPETENCY # 3:

Identify possible placement options for students within a school or school district.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify the possible student placements.	Identify the possible student placements and any logistics (place and time).	Identify the possible student placements, their logistics, and expected progression.
"My child is in bilingual."	*"My child is in bilingual class for a half day."*	*"My child is in bilingual class, but next year he wants to be with his regular class."*

VOCABULARY:

1. **Special Programs Terminology:**	ESL, bilingual education, special education (learning disability, behavior disorder), speech therapy, etc.
2. **Promotion Terminology:**	double promotion, retention, pull out and mainstream.
3. **Level Terminology:**	advanced, high, low, remedial, gifted, accelerated, honors, etc.

GRAMMAR:

Present tense, past tense, and future tenses
Possessives

CONTENT/INFORMATION:

- The concept of mainstreaming and pull-out programs. Compare and contrast.
- School districts may use different names/labels for special programs and student placement.
- The appropriate names for placement and special programs in students' districts.
- The procedure for enrolling children in special programs.
- The legal role in a specific placement procedure.

PARENTING ISSUES:

- What are the parents' roles in the placement process (e.g. initiating the process, approval of a placement, etc.)?
- From the parents' or children's viewpoints, what are the advantages and disadvantages of special programs?
- What should parental expectations be from the special programs offered within the school?
- What should the parents expect in a mainstream classroom?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 1: U.S. SCHOOL SYSTEM

COMPETENCY # 4: **Identify their children's vocation/career options and describe their children's goals.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify vocations/ occupations. *"Fire fighter, doctor, teacher"* Describe child's goal(s). *"My child wants to be a lawyer."*	Identify vocations/ occupations, the type of school to attend. *"My child wants to be a school teacher. She will have to go to a university to get a degree."*	Identify vocations/ occupations, the type of school to attend, and describe a child's goals and process in meeting them. *"My child is in his third year of the university. He wants to be a lawyer. He will have to attend law school when he graduates."*

VOCABULARY:

1. **School Terminology:**	high school, college, community college, university, vocational school, trade school, private, public.
2. **School Achievements/Status Terminology:**	degree, certificate, GED, diploma, skills, part-time student, full-time student, drop out, graduate, etc
3. **Vocations/Occupations Terminology:**	career, vocation, job titles (teacher, plumber, etc.).

GRAMMAR:

Present tense and future tense
Possessives
Continuous form

CONTENT/INFORMATION:

- The requirements to attend a college, vocational school, or a university.
- The differences and similarities between a high school diploma and the GED certificate.
- The concept of advanced degrees and their role in attaining a specific occupation.
- The conceptual differences between careers and jobs.
- The steps to take when planning for your child to go school after high school.

PARENTING ISSUES:

- What role should parents take in guiding and influencing their children's choices for vocation, career or job?
- As parents, what barriers have to be overcome to help children attain their occupational goals?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 1: U.S. SCHOOL SYSTEM

COMPETENCY # 5: **Identify ways parents can interact in the U.S. school system.**

INSTRUCTIONAL LEVELS: **Examples**

BEGINNING	INTERMEDIATE	ADVANCED
Identify a parent's role in a school.	Identify a parent's role in a school and the task associated with it.	Identify school organizations that rely on parent participation and describe their structure.
"I'm a room mother."	***"I watch the children during lunch at my child's school. I'm a lunch helper."***	***"I joined the P.T.A. at my child's school. I went to a meeting last Monday. I worked on the Fun Fair committee."***

VOCABULARY:

1. **Parent Role Terminology:**	volunteer (in school/in classroom), tutor, room mother, lunch helper, picture lady, chaperon, etc.
2. **Organization Terminology:**	P.T.A., P.T.O., bilingual parents groups.
3. **Board Terminology:**	Board of Education, vote, election, member, school district, Citizens Action Council.

GRAMMAR:

Present tense, past tense, and future tense
Possessives

CONTENT/INFORMATION:

- The parent/school organizations in a specific district.
- Ways a working/non-working parent can volunteer in a school.
- The role of a Board of Education in the U.S. school system, its composition, and election of board members.
- The role of P.T.A./P.T.O. in a school, its composition and structure.

PARENTING ISSUES:

- Is parent involvement necessary? (possible positive/negative aspects)
- What was the role of parents in their native country school system vs. the role in the U.S. school system?
- What are some barriers to parent involvement? Why do these barriers hold parents back? How can we eliminate these problems?
- Can there be too much parent involvement? When?
- What could be the possible effects on a teacher's treatment or his/her attitude toward children if parents appear to be uninterested in their children's education? If parents appear very interested in their children's education?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 2: PERSONNEL IN THE SCHOOL SYSTEM

COMPETENCY:

Identify job titles and responsibilities of the personnel in their children's school system.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify job titles and people's names in the school system.	Identify names, job titles, and their major functions.	Identify the roles and responsibilities of school personnel in relation to each other (hierarchy within the system).
"Mrs. Erickson is the principal at my child's school."	*"Mr. Jones is the custodian at the school. He cleans the classrooms."*	*"Teachers are responsible to the principal in their school. All the principals report to the school superintendent in the district."*

VOCABULARY:

1. Job Title Terminology: teachers, secretaries, speech therapist, social worker, principal, superintendent, nurse, health clerk, custodian, etc.
2. Actual Names of Personnel

GRAMMAR:

Present tense, past tense, and future tense
Possessives

CONTENT/INFORMATION:

- The roles and responsibilities for each job title.
- The hierarchy of personnel within a school system. (Who reports to whom.)
- The actual names of the personnel in their children's school.
- The proper person to contact in the event of a particular problem.

PARENTING ISSUES:

- Why or when would parents contact someone other than their children's teachers?
- What barriers might arise if someone other than their children's teachers are contacted?
- What can parents do if a problem persists?
- What are the benefits parents can obtain by getting to know school personnel (e.g. request a certain teacher for their children)?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 3: THE SCHOOL BUILDING

COMPETENCY: **Identify the physical layout of a school - the location of the offices, classrooms, etc. in their children's school(s).**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify the names of common rooms.	Identify the names and locations of all rooms.	Identify rooms, locations, and use of rooms in the school.
"library, office, classroom."	*"The school's library is on the second floor."*	*"At my child's school, the gym is also used as a lunchroom."*

VOCABULARY:

1. **Room Terminology:** school office, principal's office, nurse's office, classrooms, gym, library, cafeteria, art room, music room, etc.
2. **Directions Terminology:** walk down, walk up, turn left, turn right, go straight, next room, north, south, east, west, etc.
3. **Locations Terminology:** front, back, floor, across from, next to, __ door on the right/left, etc.
4. **Ordinal Numbers**

GRAMMAR:

Present tense
Imperatives
Possessives
Preposition of place

CONTENT/INFORMATION:

- How to read and follow a floor plan of the classroom.
- How to read and follow a floor plan of your children's school(s).
- What a floor plan can tell about a school: number of students served, number of classrooms, special classes offered, art room or music room, etc.

PARENTING ISSUES:

Does the school provide facilities to meet your children's needs and interests?

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PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 4: SCHOOL SUPPLIES

COMPETENCY # 1: **Read the names and describe the uses of every item on their children's school supply lists.**

INSTRUCTION LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Read a simple list of supply items and state how many of each item are needed. *"scissors, 6 pencils, 2 pens, 4 notebooks, etc."*	Read a simplified memo regarding a list of supplies. ***"Your child will need 1 pair of scissors, an eraser, 6 #2 pencils, and a 2-pocket folder."***	Read an authentic supply list for all the grade levels in a school and select the appropriate list for their child.

VOCABULARY:

1. Supply Terminology: pencil, ruler, box of tissues, backpack, eraser, glue, markers, crayons, scissors, ziplock bags, rulers, pen, container, pocket folder, spiral notebook, assignment book, smock, gym shoes, etc.
2. Descriptive Terminology: large, medium, small, sharp, metal, plastic, the colors (pink, black, red, etc.).
3. Cardinal and Ordinal Numbers: (e.g. #2 pencils, 2nd grade, box of 24 crayons).

GRAMMAR:

Present tense, past tense, and future tense
Possessives

CONTENT/INFORMATION:

- What a supply list looks like.
- The purpose of a supply list. The concept that school supplies can come from the school or the children bring them. Supply lists are grade level specific.
- Read and know the purpose for the items in a supply list.
- Reasons for getting the specific item listed e.g. buying # 2 pencils instead of # 3 pencils.
- When should supplies be purchased?
- Some items can be found at home: an old shirt, juice cans, margarine tubs, scraps of material, baby food jars, etc. These materials may be requested during the year.

PARENTING ISSUES:

- What are the possible consequences if children don't have the proper supplies in school?
- Is it necessary to get input from your children while purchasing their school supplies?
- Do parents need to follow the list exactly? When can substitutions be made?

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PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 4: SCHOOL SUPPLIES

COMPETENCY #2: Identify places to purchase school supplies and buy them economically.

INSTRUCTION LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
State the cost of items and state where supplies can be purchased. *"Rulers cost about $.50. I can buy one at the drug store."*	Read simple newspaper ads to find sales on school supplies. *"Walgreen has a sale on crayons and pencils."*	Read authentic newspaper ads and use coupons to get the best bargains and compute the savings. *"I saved $3.50 by buying the supplies at K-Mart when they were on sale."*

VOCABULARY:

1. **Supply Terminology:** (see Unit 4, Competency #1 for list).
2. **Money Terminology:** dollar, quarter, dime, nickel, penny, cents.
3. **Purchasing Terminology:** sale, coupon, cheap, expensive, newspaper, ad, spend, buy, better buy, better quality, change, total, tax, sub total, item(s),etc.

GRAMMAR:

Present tense, past tense, and future tense

CONTENT/INFORMATION:

- The types of stores that sell school supplies. [Some P.T.A.s sell school supplies.]
- How stores advertise sales on their merchandise. When sales usually occur, e.g. in August, before school begins.
- Where to find and how to utilize sale coupons from a store.
- Determining individual item costs, total costs, and change due.
- The concept of "shopping around" for bargains.

PARENTING ISSUES:

Do parents or children feel social pressure to buy name brands instead of the less expensive "house" or "off" brands?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 5: AMERICAN HOLIDAYS

COMPETENCY: **Identify American Holidays and describe how and when they are celebrated in their children's school(s).**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
State the major American holidays and the month in which they are celebrated.	State the American holiday, the month in which it is celebrated and list the basic school activities centering around the holiday.	State the American holiday, the month in which it is celebrated, some basic school activities, and the background "history" of the holiday.
"Thanksgiving is in November."	*"Valentine's Day is in February. My child will bring Valentine's Day cards for the students in her class."*	*"On Columbus Day my son's school is closed. The holiday honors Christopher Columbus, who discovered America."*

VOCABULARY:

1. American Holidays:	(especially those celebrated in school or with a day off): Halloween, Christmas/Chanukah, Thanksgiving, St. Valentine's Day, Columbus Day, Martin Luther King Day, Presidents' Day, Labor Day, Memorial Day, Pulaski Day, July 4th, etc.
2. Calendar Terminology:	months and actual dates.
3. Holiday Celebration Terminology:	party, treats, costumes, assembly, decorations, games, trick-or-treat, caroling, fireworks, picnic, pot-luck, etc.

GRAMMAR:

Present tense, past tense, and future tense
Possessives
Prepositions of time

CONTENT/INFORMATION:

- Identify the basic American Holidays and in which month they are celebrated.
- How the holidays are celebrated in school: assembly, room parties, a day off, etc.
- What preparation/contribution children may have in a holiday celebration in school.
- A parent's role in a holiday celebration in school, e.g. room mother.

PARENTING ISSUES:

- Compare the U.S. holidays with the holidays celebrated in their native countries. Did schools get involved?
- What are various ways to approach a teacher with ideas for sharing parents' backgrounds/cultures?
- Do differences between parents' cultural/religious beliefs and U.S. holiday customs/celebrations cause problems for their children in school? If so, what can parents do to resolve the conflict?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 6: SCHOOL ABSENCE

COMPETENCY #1: **Notify a school about their children's absences and identify reasons for children missing school.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify self, child's name, appropriate teacher's name, and basic reason for absence.	Identify self, child's name, teacher's name, and detailed reasons for absence.	Identify self, request to speak with the child's teacher and provide detailed information about the child's absence.
"This is Ms. Garcia. My child is Roberto. His teacher is Mrs. Snow. He's sick today."	*"This is Mrs. Garcia. My child is Roberto. He has a fever today. Please tell Mrs. Snow he's absent today."*	*"This is Mrs. Garcia. Can I speak to Mrs. Snow? Mrs. Snow, this is Mrs. Garcia. Roberto has a fever. He's absent today. We're going to the doctor. He might go to school tomorrow."*

VOCABULARY:

1. **Illness Terminology:**	fever, cold, flu, sick, chicken pox, sore throat, swollen glands, etc.
2. **Calendar Terminology:**	days of the week, dates.
3. **Excuse Terminology:**	doctor's appointment, vacation, trip, emergency, family commitment, funeral, etc.
4. **Cardinal Numbers:**	actual telephone number of child's school.

GRAMMAR:

Present tense, past tense, and future tense
Possessives
Expressing probability

CONTENT/INFORMATION:

- Reasons why a child would miss school. [Refer to guidelines outlined by the children's specific school(s).]
- Calling the school office to explain a child's absence.

  - When a call should be made.
  - The actual telephone numbers to use. [There may be a specific number for reporting absences]
  - What information should be relayed to the school.

- Writing a note explaining a child's absence. (Notifying before or after an absence).

  - General format of a note.
  - Appropriate forms of address, salutations and closures of a note.
  - The general content of the note.
  - Who should get the note.

- The concept of good attendance in the American school system.

PARENTING ISSUES:

- What are appropriate and inappropriate reasons why a child would miss school?
- What is considered good attendance? American schools vs. native country schools.

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PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 6: SCHOOL ABSENCE

COMPETENCY #2: **State their children's daily school schedules and the times it would be most appropriate to miss school, if necessary.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
State holidays, non-school days, and non-school times during week days to make an appointment for their child.	State school holidays, non-school times during week days, and non-academic times during their child's school day.	State non-school days, non-school times during week days, school holidays, non-academic times during their child's school days, and the parent's available time during a day.
"I will take my child to the doctor on Tuesday after school."	*"I need to take my child to the doctor. I will make the appointment on Wednesday during his lunch time."*	*"I will take my child to the dentist on Monday. I will take him out of school at gym time so he won't miss any of his reading or math class."*

VOCABULARY:

1. Class Terminology: subjects (e.g. reading, math, spelling, etc.), gym, art, music, recess, lunch time, study hall, test, period, hour, etc.
2. Calendar Terminology: days and months, actual dates.
3. Time Terminology: during, lunch time, before, after, at actual times.
4. Schedule Terminology: schedule, appointment, work, school holiday, time off, etc.

GRAMMAR:

Present tense, past tense, and future tense
Possessives
Prepositions-time

CONTENT/INFORMATION:

- Charting morning, afternoon and evening schedules of both parents and children.
- What constitutes non-academic periods in children's school day?
- If a child is taken out for the rest of the day, what should be gotten from school? [Books for homework could be picked-up by the parents.]
- Parents'/children's responsibilities for getting work missed.

PARENTING ISSUES:

- What would be the consequences children might face in school if taken out of school or absent during:
  - A testing period?
  - An instructional period?
- If parents know in advance that their children will be missing a day of school, what preparation can be made to reduce the consequences for their children?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 7: TRANSPORTATION TO SCHOOL

COMPETENCY #1: **Identify the ways children can safely go to school.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify the usual way their child gets to school.	Identify the usual way their child gets to school and an alternative method in case of bad weather.	Identify the usual way their child gets to school, the bad weather alternative, and what happens in an emergency situation.
"My child walks to his school every day."	*"I drive my child to school if it is raining. I do not want him to walk in the rain."*	*"If it is raining I try to find a neighbor to drive my child to school. If not, he takes an umbrella and walks. I do not have a car."*

VOCABULARY:

1. **Transportation Terminology:** walk, drive, school bus, ride, bicycle, carpools, car, public transportation.
2. **Weather Terminology:** bad, snow, rain, storm, umbrella, freezing, cold.
3. **Safety Terminology:** rules, crossing guards, block parents, strangers, stop sign, stop light, sidewalk, cross walk, etc.
4. **Miscellaneous:** neighbors, friends.

GRAMMAR:

Present tense, past tense, and future tense
If clauses
Possessives

CONTENT/INFORMATION:

- Safety procedures children should follow while:
  - On the school bus
  - Walking to school
  - In a car
  - On public transportation.
- The Safety Town program.
- The concept and rules of "Stranger Danger."
- The concept of carpools, either for bad weather/emergencies or as the usual way to get to school.
- Organizing a carpool.
- The use of public transportation to school.

PARENTING ISSUES:

- Carpooling: What are the advantages and the disadvantages?
- What types of weather conditions are unsafe/undesirable for children to walk to school in?
- How can parents establish and enforce safe transportation for their children to and from school?

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PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 7: TRANSPORTATION TO SCHOOL

COMPETENCY #2: **Read their children's school bus schedule/route and describe policies regarding school provided bus transportation.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Find their street and times of pick-up and drop-off.	Identify the bus route, the pick-up and drop-off stops and times.	Identify the bus route, the pick-up and drop-off stops and times, and alternatives in case of an emergency.
"Our bus stop is on the corner of Pine and State Streets."	*"Our bus stop is the 3rd stop."*	*"My child missed the bus in the morning. I had to drive him to school."*

VOCABULARY:

1. **Time Terminology:** morning, afternoon, actual times, etc.
2. **Bus Routes Terminology:** schedule, actual streets, corners, pick-up, drop-off.
3. **Bus Problem Terminology:** missed the bus, bus breaks down, bus is late, bus doesn't come, etc.

GRAMMAR:

Present tense, past tense, and future tense
Possessives

CONTENT/INFORMATION:

- Notices and letters from the school regarding the bus transportation policy. [Try and use adapted forms of actual notices and letters.]
  - Cost.
  - Student conduct/behavior while riding the bus.
  - Student absences (procedure).
  - Use of bus passes.

CONTENT/INFORMATION (Con't.)

- The process to request school bus service.
    - Proper forms to complete.
    - Option of paying for bus service if child does not meet requirements for free service.
- The bus schedule to determine pick-up and drop-off times and locations.
- A bus route map indicating stops.
- Possibility of going to another stop if the bus is missed.
- Safety rules for riding on a school bus.
- Possible repercussions for misconduct on a bus.

PARENTING ISSUES:

- How can parents insure proper student conduct on a school bus? [Possible at home incentives.]

- What alternatives are available to parents if the bus doesn't show up one day and doesn't pick up their children?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 7: TRANSPORTATION TO SCHOOL

COMPETENCY #3: **Notify the appropriate party about their children's problems with school-provided bus transportation.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Simply describe a common problem and give child's name and bus route number.	Briefly explain a common problem, identify child and bus route number, and ask for information.	Explain a variety of problems with elaborate detail and identify possible solution(s).
"My child's bus doesn't wait for him in the morning. My child is Joe Hill on the C bus."	*"My child, Tom Green, is on the K bus. Lately the bus is coming 10 minutes early. Has there been a change in the route or schedule?"*	*"My child rides the D bus and there are a lot of problems. The bus driver is not stopping at the correct stop and he doesn't wait for the children. I think the driver needs more instructions or we need a more experienced driver."*

VOCABULARY:

Telephone etiquette, standard phrases for:

asking questions about times, locations, addresses, etc.

requesting improvement of services.

making suggestions for solutions.

GRAMMAR:

Present tense and past tense
Perfect tense
Possessives

CONTENT/INFORMATION:

- Parents need to find out who to contact about bus transportation problems. Call school office for information.
- Bus transportation problems and possible solutions.
- Phone or write to the appropriate party concerning bus transportation problems.

PARENTING ISSUES:

What is considered enough of a problem to contact the bus authorities about?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 8: THE SCHOOL CALENDAR

COMPETENCY: **Read their children's school calendar(s).**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify basic holidays and days off from school.	Identify basic holidays, days off from school, and special events/happenings during the school year.	Identify basic holidays, days off from school, special events/happenings, and scheduled meetings throughout the school year.
"There is no school on Thanksgiving."	*"My child's school has a Science Fair in March."*	*"The P.T.A. meeting is the first Monday night of each month."*

VOCABULARY:

1. **Actual Holidays**	
2. **Event Terminology:**	open house, science fair, assemblies, P.T.A./P.T.O. meetings, Board of Education meetings, bake sale, fun fair, bazaar, conferences, etc.
3. **Calendar Terminology:**	months and days.
4. **Cardinal Numbers**	
5. **Day Terminology:**	holidays, in-service, Institute Day, Winter Vacation, Spring Vacation, first day, last day, snow days, energy day, etc.

GRAMMAR:

Present tense, past tense, and future tense
Possessives
Prepositions of time

CONTENT/INFORMATION:

- The information about a school that is found in a calendar.
- The uses and importance of a school calendar.
- The concept of snow days. [The importance of radio announcements, specific stations that provide information, and their "call" numbers.]

PARENTING ISSUE:

What benefits are gained when the school calendar, parents' work schedule, and personal schedule are coordinated to work together?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 9: SCHOOL REGISTRATION

COMPETENCY: **Register their children for school and fill out related forms.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Fill out personal and emergency contact information by copying from a model. *"names, addresses."*	Fill out personal and emergency contact information with limited assistance. *"names, social security number, etc."*	Fill out personal and emergency contact information without assistance. Know and be able to discuss child's immunization record and medical history.

VOCABULARY:

1. Form Terminology:	name, address, emergency contact, social security number, etc.
2. Immunization Terminology:	mumps, measles, polio, immunization, vaccine, etc.
3. Common Illness Terminology:	chicken pox, scarlet fever, roseola-infantile, German measles, strep throat, tonsillitis, etc.

GRAMMAR:

Present tense, past tense, and future tense

CONTENT/INFORMATION:

- Inquiring: when, how, and where children are to register for school.
- Filling out registration-related forms.
- The procedure of registering children for school.
- The importance of emergency cards. [It's important that contact person can speak English and is usually home during the day.]
- Taking a translator, if needed.
- Needing a physical examination for admission to certain grades: Kindergarten, 5th and 9th grades. [Appointments need to be made before school registration.]
- Importance and requirements of immunizations. [Free immunizations are available.]
- Child's medical history. [See Unit 11, Competency #2.]

PARENTING ISSUES:

- Who should register children? [Possible cultural influences.]
- What measures can be taken to ease the registration process?
- Is it advantageous for parents to register their children before moving into a new area?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 10: THE REPORT CARD

COMPETENCY: **Read their children's report cards.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify basic subject areas and locate the grades given. Sign the report card appropriately. *"My child got an __ in ___ ."*	Identify subject areas and the grades given. Identify behavior categories and interpret the grade. Sign the report card appropriately. *"My child got good grades, but talks too much in class."*	Identify subject areas and the grades given and interpret their children's behavior and grades. Understand comments that a teacher might make. *"All my child's grades were "B's" except for math. The teacher feels he needs extra help after school to improve his math grade."*

VOCABULARY:

1. Grade Terminology: A, B, C, D, F/1, 2, 3.../ , +, -/E, G, S, U, incomplete, etc.
2. Subject Terminology: math, reading, spelling, etc.
3. Behavioral Terminology: cooperative, neat, quiet, talkative, disruptive, etc.
4. Teacher Comment Terminology: contributes, pleasure, needs to work on, applies, at grade level, above/below grade level, etc.

GRAMMAR:

Present tense and past tense
Possessives

CONTENT/INFORMATION:

- The information found in a report card.
- The value of a report card to parents. [What does it reflect about their children?]
- The ways parents are given their child's report cards: parent conference, child brings home, mailed.
- Reading a report card (simplified card, actual report cards).
- Actions parents can take if they have a question concerning their children's report cards. [The method they should use and whom they should contact.]

PARENTING ISSUES:

- What is the grading system in your native country? Is it different from the U.S. school system?
- What constitutes a "good" report card?
- What is the "value" of their children's report cards to parents? What do parents think a report card reflects about their children?
- How should parents react to their children's grades?
- What reactions have proven effective: positive reinforcement, reactionary behavior, rewards, punishments?
- How do children respond/react to parents' reactions?
- Should parents question grades or comments made by the teacher on their children's report cards? If yes, concerning what? What are appropriate ways to question?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 11: DOCTOR'S/DENTIST APPOINTMENT

COMPETENCY #1: Make a doctor's/dentist's appointments for their children's examinations.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Call a doctor's/ dentist's office. Set a date and time and state the reason for an appointment.*	Call a doctor's/dentist's office for an appointment. Ask for a specific doctor/dentist. Set a date and time.	Call a doctor's/dentist's office to make an appointment and negotiate for a convenient date and time.
"My child needs an exam for school. Yes, Tuesday, November 10 at 3:00 p.m. is good."	*"My child needs an exam for camp. I'd like to see Dr. Smith. Yes, April 2nd at 9:00 a.m. is fine."*	*"I can't make it on May 2nd. Can I come on May 4th instead?"*

* May require native language.

VOCABULARY:

1. Calendar Terminology:	months and days.
2. Time:	morning, afternoon, specific times.
3. Reason Terminology:	illness, sick, exam, school, camp, health form, sports, physical, etc.
4. Telephone Etiquette Terminology:	hello, good-bye, thank you, this is ___, etc.

GRAMMAR:

Present tense
Modals: can
Prepositions of time
Possessives
Need, want to
Would like to

CONTENT/INFORMATION:

- A child's illness may necessitate an appointment for an exam.
- Talking to the doctor, dentist, or office nurse could determine if it warrants that your sick child should be brought into their office or not.
- Reasons for making a doctor's/dentist's appointment: yearly check-up, sick, camp health form, school/grade entry, requirement for sports program.
- Making an appointment by phone. Setting a day and time that is convenient for both parties. Repeating information for clarification and confirmation.
- Cancelling/rescheduling an appointment.
- If a suggested day and/or time is not convenient, a caller can negotiate for a day/time.
- Possible repercussions for missing an appointment.
- Options if a doctor can't be reached or parents don't have a regular doctor, e.g. hospital emergency room, 24 hr. clinics, doctor of friend, etc.

PARENTING ISSUES:

- What would be considered an emergency medical/dental situation?

- What are the barriers encountered when making an appointment for their children?

- Should be forceful in insisting on an appointment that day if she/he feels the situation warrants prompt attention?

- Is it important to have a regular physician for the family? G.P. (general practitioner) vs. pediatrician for children?

- How often should children visit a dentist? Is a yearly physical important?

- How important is the concept of preventive medicine?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 11: DOCTOR'S/DENTIST APPOINTMENT

COMPETENCY #2:

Using a health form to describe their children's medical histories.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Orally identify diseases and year child had it. *"My child had chicken pox in 1983."*	Complete a simplified medical history form. Orally identify diseases, the year their child had it, and past immunization and their dates. *"My child had the chicken pox in 1986. In 1984 she got a measles vaccine."*	Complete an authentic medical history form with some assistance. Orally identify diseases, the year their child had it, past immunizations and the dates, and future immunization needs. *"My child will need a polio booster vaccine next year."*

VOCABULARY:

1. **Common Illnesses/Diseases/ Conditions Terminology:**	Chicken pox, cavity, strep throat, sore throat, diabetes, measles, polio, high blood pressure, glasses, deaf, etc.
2. **Immunization Terminology:**	vaccine, booster, shot, oral, injection.
3. **Common Body Parts Terminology:**	eyes, ears, heart, teeth, etc.
4. **Examination Terminology:**	blood test, T.B. test, etc.

GRAMMAR:

Present tense, past tense and future tense
Possessives

CONTENT/INFORMATION:

- Schools require health forms (medical and dental) for admission to certain grades.
- Parents must know their children's medical histories for doctor's and dentist's records.
- Importance of vaccinations, boosters and other injections or tests.
- Possible complications if a doctor was not made aware of a condition/illness in the family: heart condition, diabetes, etc.
- Transferring records from one doctor to another, if you change doctors.

PARENTING ISSUES:

Who has the ultimate responsibility of keeping their children's medical and dental histories: Parents or doctors?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 12: PARENT CONFERENCE

COMPETENCY #1: Make an appointment for parent/teacher conferences for their children.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Parents respond to a note from teacher requesting a conference about their child.	Parent makes an appointment by phone to meet with a teacher. *"I'd like to meet with you (about my child). Is Monday at 3:00 OK?"* Parent responds by phone to a request by a teacher to attend a conference. *"Yes Mrs. Smith, I can come to school and meet with you on Friday at 9:00 about my child."*	While parent is making or accepting a conference, he/she tells or asks the general reason for the conference in writing or by phone. *"I'd like to talk to you about my child's reading grade. Could you tell me why you want to see me about my child?"*

VOCABULARY:

1. Calendar Terminology: month, days, specific dates.
2. Time Terminology: morning, afternoon, times of day.
3. Appointment Terminology: conference, appointment, meet, schedule, re-schedule.

GRAMMAR:

Present tense, past tense, and future tense
Modals: "would, could"
Possessives

CONTENT/INFORMATION:

- Identify what a conference is, why it is needed, when it is scheduled.
- Parents are requested to attend a conference after they receive their children's first quarter report cards.
- Parents may call the teacher to request a conference as needed.
- Parents may write a note to request a conference.
- Parents complete the school form to schedule a conference.
- Translators may be needed during the conference.

PARENTING ISSUES:

- For what reasons would parents contact their children's teachers and request a conference? When do parents initiate a conference?

- Was there a similar activity, teacher/parent conferences, in parents' native countries?

- Should children ever attend a conference? If yes, when? Under what conditions?

- Who should the parents bring with them as a translator if the school cannot provide one?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 12: PARENT CONFERENCE

COMPETENCY #2: State reasons why a teacher or parents would request a conference.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING

State that parent wants a conference. *

"I need to talk to my child's teacher."

State that teacher wants a conference. *

"My child's teacher wants a conference."

* May require native language.

INTERMEDIATE

State the concern about a child, and identify who requested the conference to discuss it.

"My child's teacher wants to talk to me. My child is not behaving correctly in class."

ADVANCED

State the concern about a child, identify who requested the conference to discuss it, and the parent's expectations about the outcome of the conference.

"I asked to meet with my child's teacher about his report card grades. After I talk to the teacher, I hope he will do better."

VOCABULARY:

Conference Topic Terminology: academic, social, behavior, work habits, report cards, subjects, report card grades, attitudes, standardized test results, etc.

GRAMMAR:

Present tense, past tense and future tense
Modals: "would, should, could"
Possessives

CONTENT/INFORMATION:

- The purpose of a regularly scheduled conference.
- Reasons why teachers or parents would request a "special" conference.
- Conferences can be conducted in person or over the phone.
- Parent preparation for a conference.

PARENTING ISSUES:

- What types of problems would precipitate parents to request a conference?
- What fears/barriers stand in the way of parents requesting a conference?
- How would parents' first react after their children's teachers request a conference to discuss some problems?
- Do parents want input from their children before attending a conference? If yes, how would parents solicit this input?
- Which type of conference would parents prefer, an in-person or over-the-phone conference? Why?
- What expectations do parents have about a conference? About the outcomes and results?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 12: PARENT CONFERENCE

COMPETENCY #3: **Describe the reasons for a parent/teacher conference.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
State who the conference concerns. *	State the major reason for a conference requested by a teacher.	State the major reason for a conference and the parents' goals.
"My child's teacher will tell me how my son is doing in school."	*"I am going to see my child's teacher. She wants to talk about how to improve his study habits."*	*"I am meeting with my child's teacher because she is not doing well in science. I want to know how the teacher and I can help my child."*
* May require native language.		

VOCABULARY:

1. Descriptive Terminology:	report card terminology of subjects, grades, student qualities, phraseology used to discuss child's reading skills in early elementary years.
2. Conference Topic Terminology:	grades, scores, attitude, behavior, work, percentiles, class rank, etc.

GRAMMAR:

Present tense, past tense, and future tense
Modals
Possessives

CONTENT/INFORMATION:

- Goals that parents can set for the outcome of a conference. [Identify probable goals.]
- General topics to be covered in a "regularly" scheduled parent/teacher conference in the fall.
- Contents of a conference requested by teachers or parents, the differences and similarities.
- The concept that parents can ask questions at a conference. Appropriate question format, phrasing, etc.
- Parents should ask for a translator if necessary. If school can't provide one, parents should bring one themselves.
  - Who should parents choose to bring as a translator?
  - The role of a translator in a conference.

PARENTING ISSUES:

- What would parents want to know at a regularly scheduled conference?
- Who should guide the conversation in a parent/teacher conference? Only the person who initiated it?
- Should children be present at a conference? Brought in at its conclusion?
- What fears/barriers do parents experience in going to a conference and actively participating?
- How can parents overcome fears/barriers in:
  - Going to a conference?
  - Actively participating?
  - Achieving the solutions needed?
- What can parents do if their goals are not met in the conference? Appropriate personnel to contact.

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 13: CHILD'S PROBLEMS IN SCHOOL

COMPETENCY #1: **Describe academic problems children can experience.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
State the subject in which the child's experiencing academic problem(s) in. *	State in detail the child's specific academic problem(s).	State in detail child's specific academic problem and possible solution(s).
"My child has a problem in science."	*"My child is not doing well in spelling. He is getting most of the words wrong on his weekly spelling test."*	*"My child does not understand his math homework. Maybe the teacher can give him extra help before school and his work will improve."*

* May require native language.

VOCABULARY:

1. Subjects Terminology: reading, math, spelling, etc.
2. Descriptive Terminology: lower, average, cheating, grade-point average, remedial, retention, failing, unsatisfactory, needs improvement.
3. Work Terminology: class, homework, assignments, study, quiz, test.

GRAMMAR:

Present tense, past tense, and future tense
Expressing possibility
Possessives

CONTENT/INFORMATION:

- Report card grades that reflect an academic problem. (May vary from one school district to another.)
- Identify academic problems: not completing classroom work/homework correctly, low test/quiz grades, low achievement test scores, etc.
- Possible solutions to a child's problem can be discussed at a conference.
- Possible actions a school might take until a child's grades are improved: grade retention, extra tutoring, restrictions on participation in extracurricular activities, etc.
- Academic problems can create behavioral problems or vice versa.

PARENTING ISSUES:

- What initial actions should parents take when first informed about a child's academic problem, e.g. prior to a conference?
- How can similar academic problems be averted in the future? The role parents plays? The role the teacher/school plays?
- Should restrictions (by school or home) be put on children until grades/work are improved?
- How can parents communicate with their child to possibly gain insight into the problem? Should possible solutions reflect input from the child?
- Do parents and teachers always agree about the seriousness of an academic problem? If there is disagreement, how can it be bridged?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 13: CHILD'S PROBLEM IN SCHOOL

COMPETENCY #2: **Describe possible behavioral problems a children can exhibit.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
State general behavioral problem(s). *	State child's specific behavioral problem(s).	State child's specific behavioral problem(s) and possible solution(s).
"My child fights in school."	*"My child is talking too much in class."*	*"My child has been fighting during recess. I'll talk to his teacher and ask if he can stay in at recess."*
* May require native language.		

VOCABULARY:

1. **Behaviors Terminology:**	paying attention, disruptive, not participating, incomplete assignments, no homework, talkative, fighting, short attention span, etc.
2. **Schedule Terminology:**	classes, recess, lunchtime.
3. **Descriptive Terminology:**	poor, needs improvement, doesn't cooperate, doesn't follow directions, etc.

GRAMMAR:

Present tense, past tense, and future tense
Modals
Possessives

CONTENT/INFORMATION:

- Behavior problems.
- The interrelationship between academic and behavior problems.
- Possible actions a teacher might take: staying in from recess, restricted from going on a field trip, etc.
- Possible actions parents can take.

PARENTING ISSUES:

- What initial actions should parents take when first informed about their children's behavioral problems, prior to their children's conferences?
- What possible solutions can be discussed at a conference? What if parents do not agree?
- How can similar behavioral problems be averted in the future? The role parents play? The role the teacher/school plays?
- What would be considered appropriate and inappropriate punishment in school?
- Should possible solutions reflect input from children?
- How much responsibility do parents/teachers have in resolving the problem?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 14: HOT LUNCHES IN SCHOOL

COMPETENCY: **Read a lunch menu and describe hot lunch policy/procedures and fill out appropriate forms.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify basic food names. *"milk, hamburger, etc."*	Identify names of specialty dishes and the days they are being served. *"Pigs in a blanket, on Tuesday."*	See intermediate level.

VOCABULARY:

1. Food/Food Group Terminology:	peaches, spaghetti, fish sandwich, etc.
2. Special Menu Terminology:	taco salad, apple Betty, tater tots, pigs in a blanket, etc. (get from actual menus).
3. Calendar Terminology:	months, days, specific dates.
4. Money Terminology:	actual amounts.

GRAMMAR:

Present tense, past tense, and future tense
Prepositions of time

CONTENT/INFORMATION:

- Pictures of food or common food groups.
- Reading a school lunch menu.
- Children from low-income homes qualify for free or reduced-price lunches.
- The procedures for obtaining hot lunches for their children. Possibilities for taking partial hot lunch.
- The nutrition the hot lunches provide.
- Explain food groups in relation to their native country.
- Food allergies and how to avoid them in hot lunches.

PARENTING ISSUES:

- How can conflicts be resolved?
    - The parents want their children to have a hot lunch, but the children would rather "brown bag".
    - The children want a hot lunch, but the parents would rather pack a lunch.
- Should parents take cues from their children? When?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 15: HEALTH NOTICE/CALL FROM SCHOOL

COMPETENCY #1: **Respond appropriately to a phone call from their children's school(s) regarding illness or injury.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Comprehend the nature of the problem(s), verify comprehension of the problem(s) and state action to be taken. *	Comprehend the nature of the problem(s), verify comprehension, ask for additional information, and state action to be taken.	Understand the nature of the problem, verify comprehension, ask for additional information, and ask for feedback concerning the action to be taken.
"My child is sick. I'll pick him up now."	*"My child does not feel well. What's wrong? Does he have a fever? I can pick him up in 30 minutes. Is that OK?"*	*"My child has a headache and a fever. What's his temperature? Does he have an stomachache, sore throat? Should I take him to the doctor?"*
* May require native language.		

VOCABULARY:

1. **Common Illness Terminology:** fever, sick, cold, flu, temperature, allergy, headache, stomachache, etc.
2. **Health Terminology:** accident, injury, hospital, hurt, doctor, cut, broken, sprained, bump, swollen, etc.
3. **Temperature Readings of the Body:** actual degrees.

GRAMMAR:

Present tense, past tense, and future tense
Possessive
Modals

CONTENT/INFORMATION:

- Emergency reasons a school would have to contact parents.
- What temperatures are considered a fever.
- The call from the school.
- Types of appropriate questions a parent can/should ask.
- The importance of keeping emergency card information current and having an English speaking contact.

PARENT ISSUES:

When should children be: (following a phone call)

- Taken out of school?
- Left in school?
- Taken to the doctor?

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PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 15: HEALTH NOTICE/CALL FROM SCHOOL

COMPETENCY #2: **Read a written notification about a health issue from school.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING

Read a simple memo and identify the medical alert. *

"There has been a case of chicken pox in your child's room."

* May require native language.

INTERMEDIATE

Read a written medical notification, identify the alert and state what a parent should be watching for.

"Head lice has been reported in your child's room. Check for white spots in your child's hair."

ADVANCED

Read a written medical notification, identify the alert, state what a parent should be watching for, and describe the steps to be taken if a child contracts the medical condition.

"A child in your child's class has strep throat. If your child complains of a sore throat, please call your doctor and have your child tested for strep."

VOCABULARY:

1. Illness/Condition Terminology:	strep throat, chicken pox, head lice, scarlet fever.
2. Symptom Terminology:	fever, runny nose, rash, sore throat, itching, skin, head, headache, white spots, hair, pimple, red spots.

GRAMMAR:

Present tense, past tense, and future tense
Possessives
If clauses
Imperative

CONTENT/INFORMATION:

- The concept of contagious disease and the prevention of spreading it to other children.
- Medical alerts indicate a possible contagious disease/epidemic.
- The information a medical alert contains: what illnesses a child has contracted, symptoms of the illness/condition, etc.
- The social stigma of having head lice.

PARENTING ISSUES:

How to react to a medical alert:

- Keep children at home?
- Send children to school?
- Go immediately to family doctor? or
- Watch for the symptoms outlined in the alert?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 16: LIBRARY CARDS

COMPETENCY: Read the library's policies and fill out a borrower's application either for themselves and/or their children.

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify loan period and understand/know overdue fines. Copy personal information onto the library card application. *"I can take books out for 3 weeks."*	Read and state basic library policies, fill out the library card application and request a card for someone else. *"I would like library cards for my child and me. I know I am responsible for my child borrowing books."*	Read and state basic library policies, fill out the library card application, and request a card for someone else. Identify services the library offers other than borrowing books. *"I am taking my 4-year-old child to Story Hour every Monday at the library."*

VOCABULARY:

1. Library Card Form Terminology:	name, address, phone number, etc.
2. Library Terminology:	juvenile, adult, reference, fiction, non-fiction, reserve, loan period, fines, overdue, librarian, etc.
3. Calendar and Time Terminology	

GRAMMAR:

Present tense
Possessive
Modals
Prepositions: place, time

CONTENT/INFORMATION:

- To complete a library card application, you must bring proof of residency: a bill, driver's license, mail, etc.
- Other materials, besides books, a library will loan to borrowers:
    - magazines
    - video tapes
    - films,
    - records, etc.
- The library offers a variety of activities to its community:
    - preschool story hours
    - summer reading clubs
    - movies for adults and children
    - seminars
    - speakers
    - special events, etc.
- The library is one source for free information.
- Library cards are free or for a slight cost. To replace them involves a fee.
- Libraries may have shared borrowing policies with neighboring libraries.
- Children often have school projects requiring the use of the public library for research.
- Parents sign their child's library card and, in doing so, accept responsibility for their children borrowing materials.
- Parents can borrow materials for their children.

PARENTING ISSUES:

- What are the parental responsibilities for their children borrowing materials?

- What is the role of the library in a child's education?

- Can the parents' interest in the library have an impact on their children's attitude towards the library?

PHASE II: SCHHOL-RELATED COMPETENCIES

UNIT 17: SCHOOL FIELD-TRIPS

COMPETENCY: **Fill out a field trip permission form.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Indicate permission or disapproval to participate and sign form.	Fill out simplified field trip form, indicating permission or disapproval.	Fill out an authentic field trip form, indicating permission or disapproval and whether parent wants to accompany the class or not.

VOCABULARY:

1. **Form Terminology:** name, date, time, permission, chaperon, accompany, cost, bring lunch, paper sack, etc.
2. **Destinations Terminology:** fire stations, museums, theater, nature center, zoo, etc.

GRAMMAR:

Present tense and future tense

CONTENT/INFORMATION:

- Parents receive a field trip permission form to complete for their child.
- The purpose of school field trips.
- School policy regarding field trips.
- A "typical" field trip day.
- Safety issues concerning a field trip.
- Parent volunteers.

PARENTING ISSUES:

- Do field trips serve an educational purpose?
- Does a field trip conflict with cultural/religious values of parents? If so, do the parents have the right to not allow their children to participate.
- What may be appropriate reasons for refusing a children permission to participate in a field trip?
- What could be the value of parents volunteering to go on a field trip?

PHASE II: SCHOOL-RELATED COMPETENCIES

UNIT 18: EXTRACURRICULAR ACTIVITIES

COMPETENCY: **Identify extracurricular activities for children and describe the schedules, practices, meetings, equipment needs, etc.**

INSTRUCTIONAL LEVELS: *Examples*

BEGINNING	INTERMEDIATE	ADVANCED
Identify common clubs and extracurricular activities. *"My child is in the chorus at school."*	Identify extracurricular activities and read simplified memos about meetings. *"My child is in the drama club. It meets on Tuesdays after school."*	Read authentic memos about extracurricular activities and describe the parental role and responsibilities. *"My child is on the Pom Pon Squad. I have to pick her up from school every Monday and Wednesday after practice."*

VOCABULARY:

1. **Activity Terminology:**	music, athletics, newspaper, student government, academic clubs, student life.
2. **Actual Names of Activities:**	Pom Pon Squad, Chorus, Drama Club, Newspaper, Yearbook, Football Team, Swim Team, Battle of the Books, etc.
3. **Calendar and Time Terminology**	

GRAMMAR:

Present tense
Modals
Prepositions of time
Possessive

CONTENT/INFORMATION:

- The school activities children can join: those offered in elementary, junior high, and high school.
- The purpose/role of extracurricular activities.
- Children's interests influence the extracurricular activities they join or pursue.
- Teachers encourage involvement in activities, especially in areas of interest and talent.
- The function of extra-curricular activities in the selection process for higher education/training.

PARENTING ISSUES:

- What are the advantages/disadvantages of extracurricular activities (parent expenses, equipment needs, transportation needs)?

- How can extracurricular activities interfere/conflict with school work? What can parents do if grades begin to suffer?

- How do extracurricular activities differ between those in the U.S. and those in their native country?

- How many activities are enough/too much?

- Do extracurricular activities have a value in a child's over-all education?

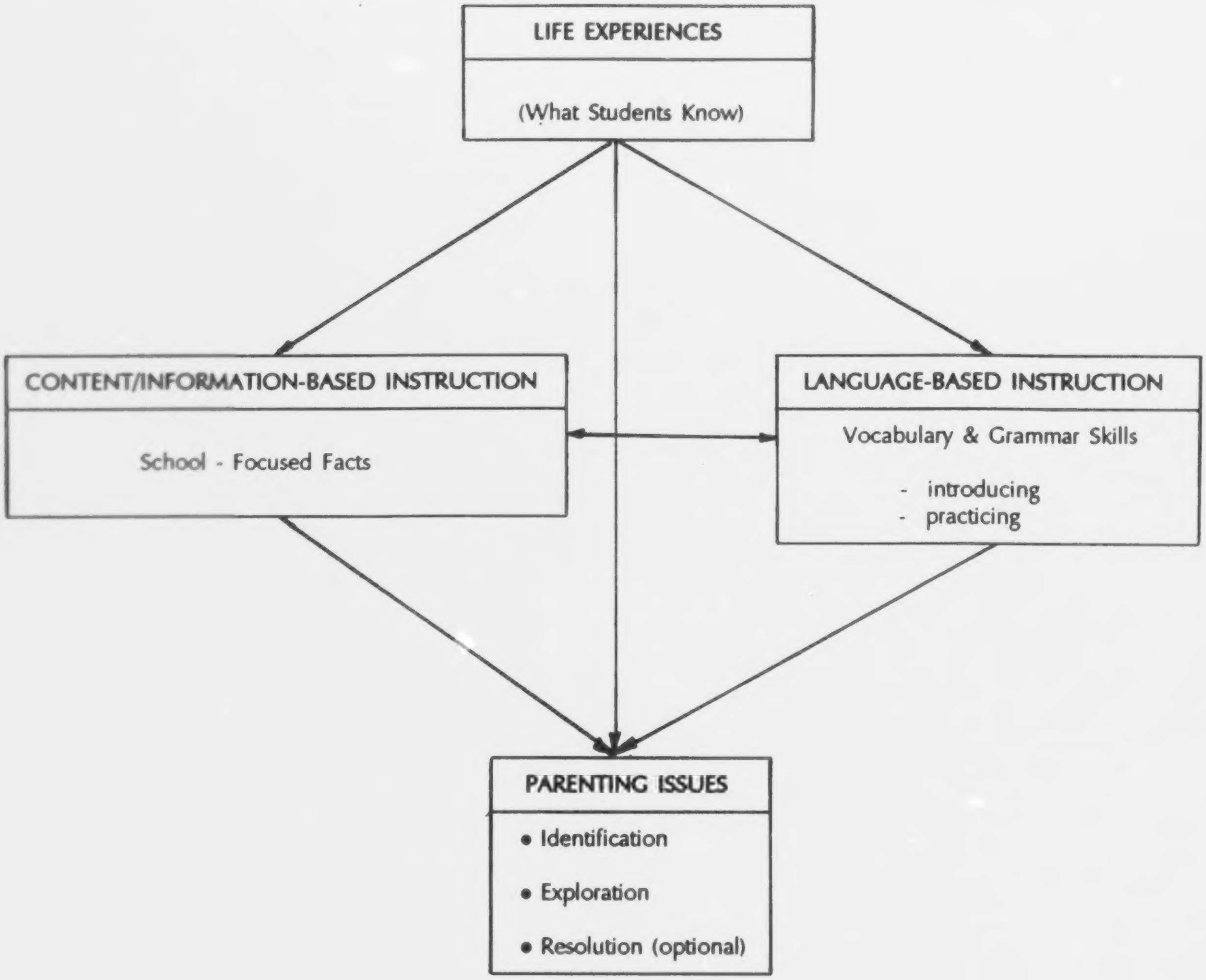
VI. TEACHING TECHNIQUES

INTRODUCTION TO TEACHING TECHNIQUES

Various ESL teaching techniques for the competency activities were pilot tested by the H.E.L.P. instructors. This section identifies the techniques that proved to be most appropriate for students who participate in the project.

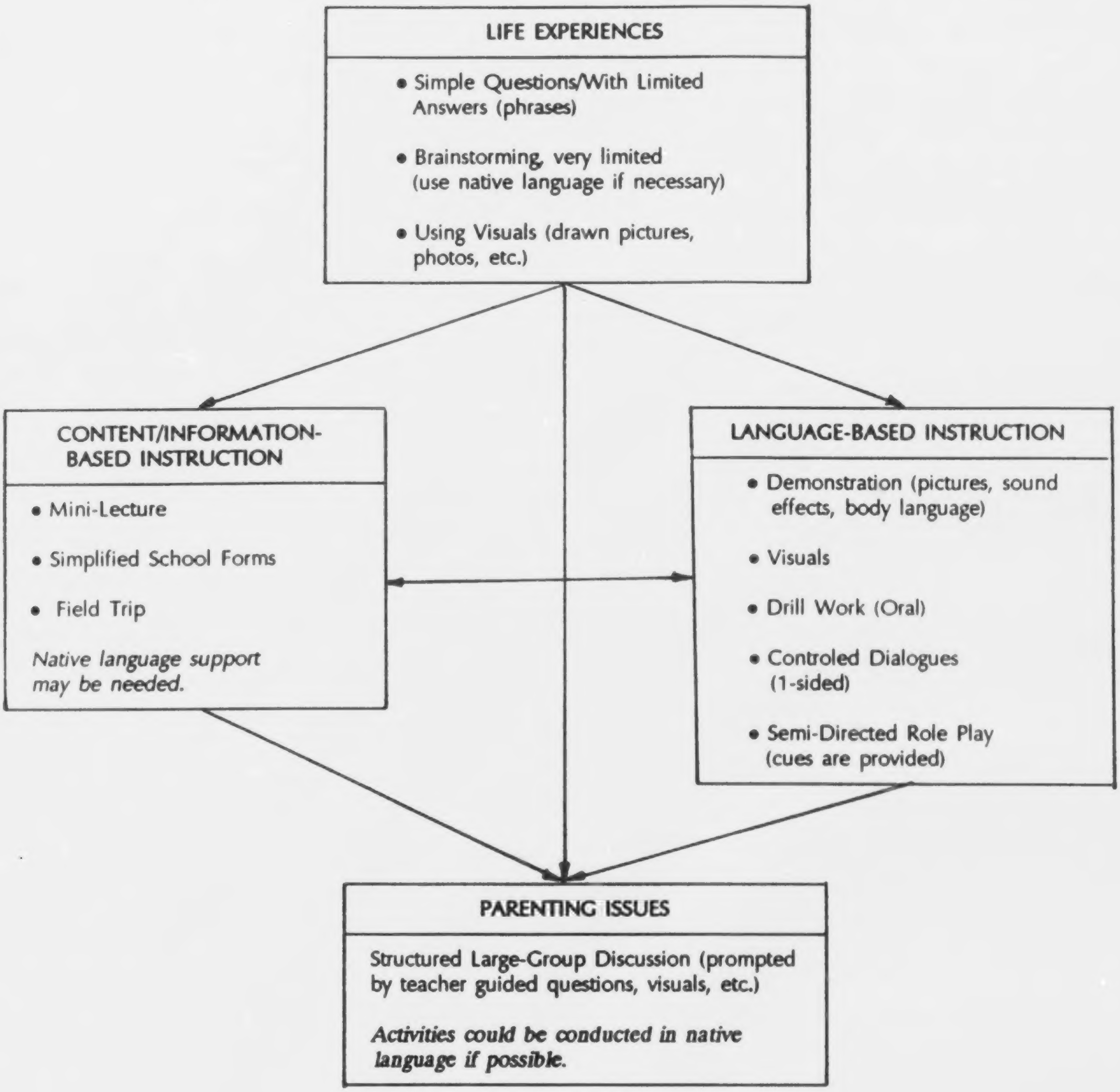
Compiling Beginning level teaching techniques for Parenting Issues activities proved most difficult. Because of major language limitations many teaching techniques for this level were not appropriate. However, the techniques identified in this section for the Beginning level Parenting Issues were found to be most effective.

Phase II Competency Instructional Model



Northwest Educational Cooperative, Des Plaines, IL, 1989

Phase II Competency Instructional Model For the Beginning Instructional Level



LIFE EXPERIENCES

- Simple Questions/With Limited Answers (phrases)
- Brainstorming, very limited (use native language if necessary)
- Using Visuals (drawn pictures, photos, etc.)

CONTENT/INFORMATION-BASED INSTRUCTION

- Mini-Lecture
- Simplified School Forms
- Field Trip

Native language support may be needed.

LANGUAGE-BASED INSTRUCTION

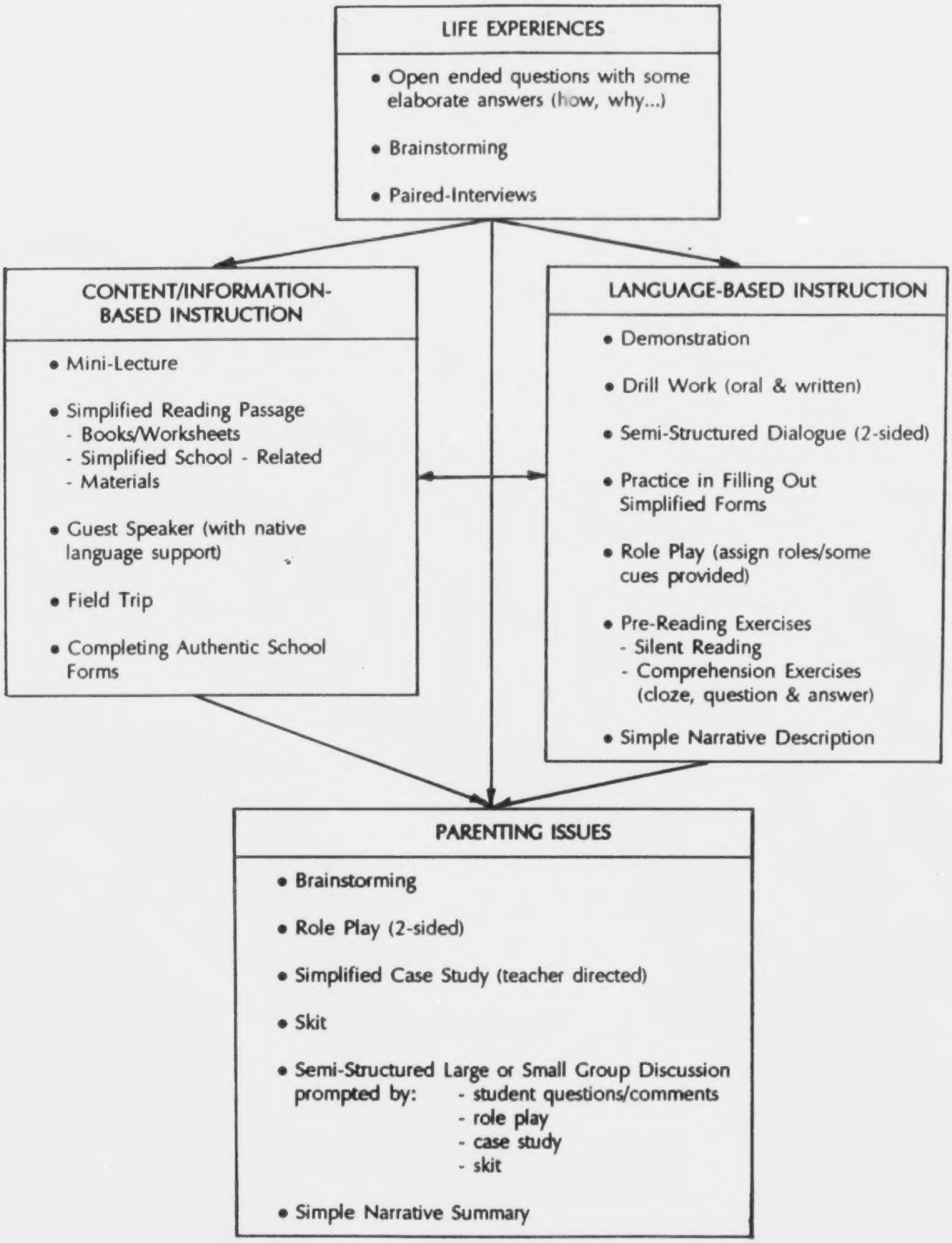
- Demonstration (pictures, sound effects, body language)
- Visuals
- Drill Work (Oral)
- Controled Dialogues (1-sided)
- Semi-Directed Role Play (cues are provided)

PARENTING ISSUES

Structured Large-Group Discussion (prompted by teacher guided questions, visuals, etc.)

Activities could be conducted in native language if possible.

Phase II Competency Instructional Model
For The Intermediate Instructional Level



LIFE EXPERIENCES

- Open ended questions with some elaborate answers (how, why...)
- Brainstorming
- Paired-Interviews

CONTENT/INFORMATION-BASED INSTRUCTION

- Mini-Lecture
- Simplified Reading Passage
  - Books/Worksheets
  - Simplified School - Related
  - Materials
- Guest Speaker (with native language support)
- Field Trip
- Completing Authentic School Forms

LANGUAGE-BASED INSTRUCTION

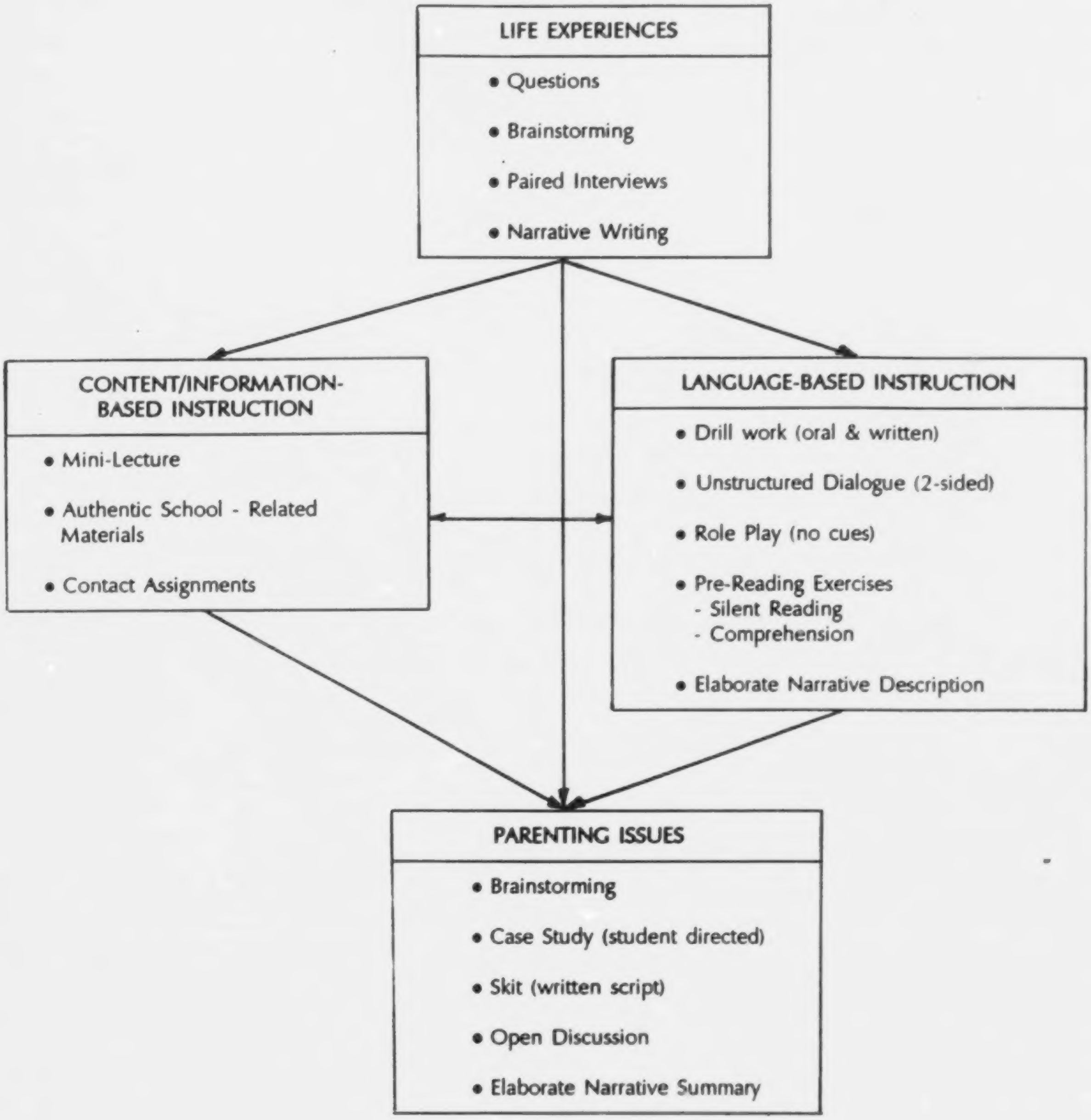
- Demonstration
- Drill Work (oral & written)
- Semi-Structured Dialogue (2-sided)
- Practice in Filling Out Simplified Forms
- Role Play (assign roles/some cues provided)
- Pre-Reading Exercises
  - Silent Reading
  - Comprehension Exercises (cloze, question & answer)
- Simple Narrative Description

PARENTING ISSUES

- Brainstorming
- Role Play (2-sided)
- Simplified Case Study (teacher directed)
- Skit
- Semi-Structured Large or Small Group Discussion prompted by:
  - student questions/comments
  - role play
  - case study
  - skit
- Simple Narrative Summary

Northwest Educational Cooperative, Des Plaines, IL, 1989

Phase II Competency Instructional Model For The Advanced Instructioal Level



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VII. SAMPLE LESSON PLANS FOR PHASE II

LESSON PLAN

Language-Based and Content/Information-Based Instruction

UNIT 6: SCHOOL ABSENCE

COMPETENCY #1: Notify a school about their children's absences and identify reasons for children missing school.

PARENTING SITUATION: The child is sick and the parent must call the school to report the absence. The parent is afraid to use the telephone because of poor English.

ACTIVITIES:

1. As a class, practice a very controlled dialogue with the school secretary. The teacher playing the role of the secretary, the class in the parent role. After most students seem to be confident with this activity, have them role play with each other.
2. Slowly move the student pairs from the directed dialogue to either a semi-structured dialogue or more spontaneous dialogue.
3. Using the pictures of a common childhood ailments, have the students substitute different illnesses or conditions when calling the school.
4. As an additional follow-up situation, have class calling in sick to their workplace.

MATERIALS:

- Directed dialogue (written on board or as a handout)

Example

Sick Call to School

Secretary:	*Good morning, Greenbrook School*
Parent:	*This is Mrs. Moto. My daughter Mary is sick today and will not be in school.*
Secretary:	*Whose class is he/she in? or Who is his/her teacher?*
Parent:	*His/her teacher is Mrs. Smith.*
Secretary:	*Thank you for calling. I will tell the teacher.*
Parent:	*Thank you. Good-bye.*

- Semi-structured dialogue (written on board or as a handout)

Example

Sick Call to School

Secretary: *Good morning, ________School.*
Parent: *This is __________, My _________ is sick today and will not be in school.*
His/her name is __________. He/she is in _______ grade.
Secretary: *Whose class is he/she in? or Who is his/her teacher?*
Parent: *His/her teacher is ____________.*
He/she is in room _________.
Secretary: *Thank you for calling. I will tell the teacher.*
Parent: *Thank you. Good-bye.*

- Pictures of common childhood ailments
- Telephones (optional props)

LESSON PLAN
Parenting Issues/Problem-Posing

UNIT 6: **SCHOOL ABSENCE**

COMPETENCY #1: Notify a school about their children's absences and identify reasons for children missing school.

PARENTING SITUATION: A parent must decide whether to keep a child home or send him/her to school when he/she doesn't feel well.

ACTIVITIES:

Draw a simple picture on newsprint and put it up on front of the class. The picture should pose a problem reflecting this parenting situation.

In this sample lesson it is a picture of a mother and son getting ready for work and school in the morning. The son is telling his mother that he doesn't feel well. (See Materials for picture.)

1. Give the students a list of questions pertaining to the picture. Using the questions as a guideline, ask the students what they think is happening in the picture.
2. Discuss the problem posed by the picture and ask the students what they do when faced with a similar situation.
3. Follow up by writing a cooperative story, in pairs or as a large group, about the picture.

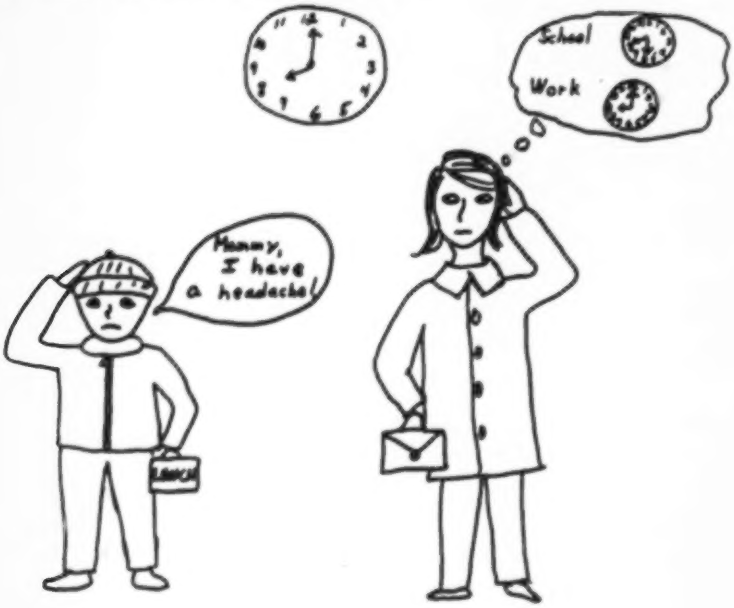
MATERIALS:

- Prepared picture on newsprint
- Handout - list of questions about picture
- Newsprint and markers for cooperative story

Examples of a prepared picture, the questions concerning the picture, and a completed cooperative story follow on the next page.

EXAMPLES

PREPARED PICTURE FOR PROBLEM-POSING:


Mommy, I have a headache!
School
Work
LUNCH

QUESTIONS CONCERNING THE PICTURE:

1. What do you see in the picture?
2. What time is it?
3. Who is the woman?
4. Where are they?
5. What are they doing?
6. Where are they going?
7. What is the matter with the boy?
8. What is the woman thinking?
9. How does the woman feel? Happy? Sad? Worried? Confused?
10. Why does she feel that way?
11. Have you ever had a problem like this?
12. What did you do?
13. When do you keep your child home from school? Cold? Cough? Fever? Stomachache?

COOPERATIVE STORY:

It's 8 o'clock in the morning. The little boy is Mario. Mario feels sick. His mother is worried about him. Lately, every morning he says the same thing. Maybe some medicine will help. Today his mom has an important meeting at 9 o'clock. She wants to go to the meeting, but she's worried about her son's headache. She has no babysitter. She calls her parents, but they don't answer. She calls the doctor to make an appointment for her son for 10 o'clock. Maybe she can take him to the doctor and then go to work. She calls her office and talks to her boss and he gets angry. He asks her to please come to the office in the afternoon. She calls many friends and finally she finds someone to take Mario in the afternoon.

LESSON PLAN

Language-Based and Content/Information-Based Instruction

UNIT 9: **SCHOOL REGISTRATION**

COMPETENCY: Register their children for school and fill out related forms.

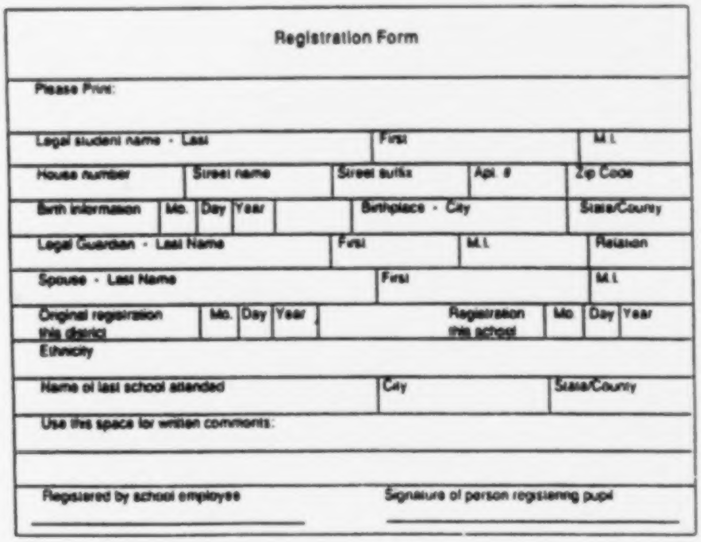
PARENTING SITUATION: Filling out a registration form for a child.

ACTIVITY:

1. Review the pertinent vocabulary words. Using a simplified registration form, the teacher should answer any questions regarding specific words on the form.
2. Divide the students into pairs or small groups and have them fill out a simplified registration form.
3. Those students who are able can be given an actual registration form to fill out.

MATERIALS:

- Simplified registration form



Registration Form

Please Print:

Legal student name - Last	First	M.I.					
House number	Street name	Street suffix	Apt. #	Zip Code			
Birth information	Mo.	Day	Year		Birthplace - City	State/County	
Legal Guardian - Last Name	First	M.I.	Relation				
Spouse - Last Name	First	M.I.					
Original registration this district	Mo.	Day	Year	Registration this school	Mo.	Day	Year
Ethnicity							
Name of last school attended	City	State/County					

Use this space for written comments:

Registered by school employee ____________________ Signature of person registering pupil ____________________

- Authentic registration form

LESSON PLAN

Parenting Issues/Problem-Posing

UNIT 9:	**SCHOOL REGISTRATION**
COMPETENCY:	Register their children for school and fill out related forms.
PARENTING SITUATION:	A parent needs to formulate the questions that he/she will ask school personnel when registering a child. What questions should a parent ask? To whom should a parent direct his/her questions?

ACTIVITY:

1. Announce to the class that it is August and that they will be registering their children for school. Explain that during registration it is an excellent time to ask questions to either the school principal or secretary.
2. Pass out copies of the September school calendar to help the class formulate questions about school events.
3. Have the students brainstorm topics that they would have questions concerning school registration or school events. Record the students' responses on the board or newsprint.

   Examples: *Students' Responses*

School Events	*Registration*
• *Institute Day*	• *Teacher's name*
• *Open House*	• *Need assistance*
• *Days off during year*	• *Why*

4. Mark topics that the students feel are appropriate to ask the secretary and which are better suited for the principal to answer.
5. As a large group, role play with the teacher playing the principal and secretary. Students can volunteer to ask questions they have formatted from the topics listed during the brainstorming.

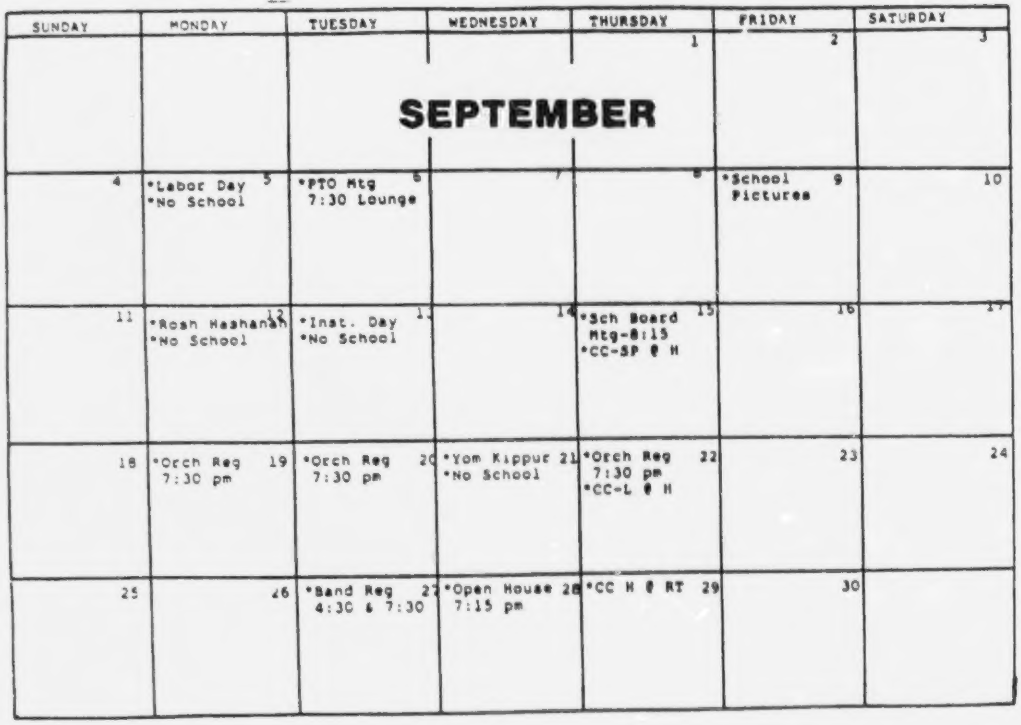
   Examples:

   What is an Institute Day?
   Will you tell me my child's teacher's name?

MATERIALS:

- Board or newsprint / chalk or markers
- Handout of September calendar

Example



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		SEPTEMBER		1	2	3
4	5 •Labor Day •No School	6 •PTO Mtg 7:30 Lounge	7	8	9 •School Pictures	10
11	12 •Rosh Hashanah •No School	13 •Inst. Day •No School	14	15 •Sch Board Mtg-8:15 •CC-SP @ H	16	17
18	19 •Orch Reg 7:30 pm	20 •Orch Reg 7:30 pm	21 •Yom Kippur •No School	22 •Orch Reg 7:30 pm •CC-L @ H	23	24
25	26	27 •Band Reg 4:30 & 7:30	28 •Open House 7:15 pm	29 •CC H @ RT	30	

- Handout of registration forms (simplified or authentic)

LESSON PLAN
Parenting Issues/Problem-Posing

UNIT 13: **CHILDREN'S PROBLEMS IN SCHOOL**

COMPETENCY #1: Describe academic problems children can experience.

PARENTING SITUATION: Parents have questions about a poor grade that their child gets on their report card. A conference has been arranged. How can this grade be improved?

ACTIVITIES:

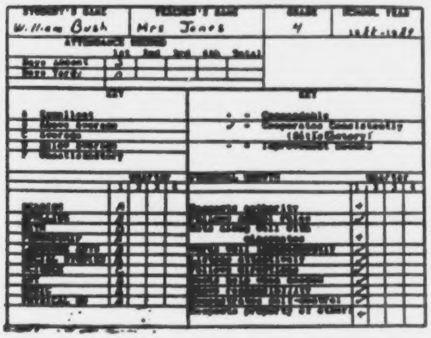
1. The students are given a child's completed report card. The grades and the teacher's comment on the report card show that the child is having trouble in one subject.
2. Establish the scene for a role play. Tell the students that the child's parents are very upset about the poor grade and have a conference with their child's teacher arranged. The students will role play the conference.

   The role play can include up to four characters: the teacher, the child, the mother, and the father.
3. Each player will be provided with a name tag. The name tag has a quote from the character which gives each player an idea of what the character thinks and feels.
4. Review the report card and name tags with the students to check comprehension before beginning the role play.
5. During the role play the teacher can note any issues that are brought up by the players. These issues can be further discussed,as a group, in a follow-up activity to the role play.

MATERIALS:

- Completed simplified report card (Including grades & appropriate comments.)

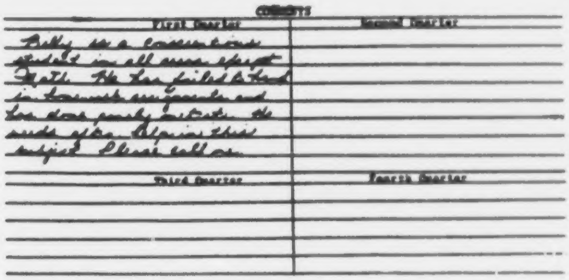
Example:



William Bush

Mrs Jones

4



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- Name tags

Examples:

Teacher:	*Miss. Jones* *"I think math is very difficult for Billy"*
Mother:	*Mrs. Bush* *"The teacher seldom assigns mat homework"*
Father:	*Mr. Bush* *"Billy should do well in math. That was my best subject in school"*
Child:	*Billy* *"I hate math"*

LESSON PLAN

Language-Based and Content/Information-Based Instruction

UNIT 13: **CHILDREN'S PROBLEMS IN SCHOOL**

COMPETENCY #2: Describe possible behavioral problems child can exhibit.

PARENTING SITUATION: A parent can identify the type of behavior problem his/her child is exhibiting in school when the behavior is described.

ACTIVITIES:

1. Divide the students into small groups (2-4 individuals).
2. Pass out the handouts of the Word Bank and the Problem Descriptions.
3. Give the students about 10 minutes to identify each problem description with a word or two from the Word Bank.
4. Reassemble the class and have each group share their answers. If any answers are different than another group's, discuss why.

MATERIALS:

- Word Bank

  Examples:

  self-control
  tardiness
  lack of cooperation
  poor effort
  missing homework
  frequent absence
  lack of attention
  self-control
  poor attitude
  cheating

- Problem Descriptions

  Examples:

  1. *Mary, a 7th grader, lives close to school, but it always late.*
  2. *John is intelligent, but does not complete his work. He doesn't seem to care.*
  3. *Billy is always talking in class, it disturbs the other children.*
  4. *Don does not listen to the teacher and his work is often not done correctly.*
  5. *Tom does not hand in his homework every day.*
  6. *Susie is behind in her work because she misses a lot of school when she is sick.*
  7. *Ron uses bad language and calls the other children names.*
  8. *Ann is often angry when the teacher asks her to get to work. She makes trouble in the classroom.*
  9. *Sara copies school work and homework from her friends.*

LESSON PLAN

Language-Based and Content/Information-Based Instruction

UNIT 16: **LIBRARY CARDS**

COMPETENCY: Read the library's policies and fill out a borrowers application either for themselves and/or their children.

PARENTING SITUATION: Parents becoming familiar with the local library's facility, services and materials.

ACTIVITIES:

1. Distribute actual library books, videos, records, magazines, etc. to the students.
2. Write prepared questions about the library materials on the board or newsprint.

   Examples:

   - *What is the title/author of this book, magazine, video, record, etc.?*
   - *What is its number?*
   - *What is its due date? Is the book overdue? If it is, how much would the fine be today?*
   - *In the author/title card catalogue, how would the book be listed?*
3. Read the questions with the class and solicit answers. Review the answers and check for comprehension.
4. Distribute a current schedule of activities from the local library. Read the schedule and description of the activities that the library is offering.
5. Have each student choose one course or activity that he/she would like to attend and why.
6. Distribute a floor plan of the local library and brochures concerning library services, e.g. library hours, night information service.
7. The teacher asks the class to answer specific questions pertaining to the floor plan or other information.

   Examples:

   - ***Where do you find the children's books?***
   - ***Where do you find the videos?***
   - ***What days are the library open at night?***
   - ***Where do you find the checkout desk?***
8. After the teacher completes asking questions, give students the opportunity to ask the questions.

MATERIALS:

- Prepared questions (for board or newsprint)
- Actual library materials
- Library floor plan
- Library information brochures
- Library schedule/calendar of events or activities
- Simplified neighborhood map

LESSON PLANS
Parenting Issues/Problem Posing

UNIT 16: LIBRARY CARDS

COMPETENCY: Read the library's policies and fill out a borrowers application either for themselves and/or their children.

PARENTING SITUATION: Parents getting a library card. Parents going to their local library to become more familiar and comfortable with its facility, services and materials.

ACTIVITIES:

Before taking the field trip to the library, the teacher should talk or meet with the librarian. Arrange for the librarian to give a short walking tour of the library or get permission for the teacher to do it. [Reserving a room to use during the visit is a good idea.]

1. Have the students meet at the classroom site. Before leaving the teacher should review:
    - The directions/maps to the library.
    - General library protocol.
2. Distribute the sample library cards, completed at a previous lesson. [These can be useful with the librarian's presentation.]
3. Go to the library for a tour and to obtain a library card.
4. The teacher should observe the class and record any problems that are encountered.
5. Return to the classroom and discuss any questions or problems that were encountered.
6. Allow time for students, who wish, to write thank you notes to the librarian(s).

MATERIALS:

- Completed examples of library cards
- Map (from classroom site to the library)
- Floor plan of library

FY '89

Enrollment Data By Site

Home English Literacy for Parents Project

FY '89

Number of Students Serviced

Number of Students (Individuals who attended five or more class sessions.)	Site
28	Medinah North School, Medinah
79 [35 lower level/ 44 higher levels]	Holmes Jr. High, Wheeling
17 [12 lower level/ 5 higher level]	Springwood Jr. High, Hanover Park
20	Hillcrest School, Hoffman Estates
62 [28 higher level/ 34 lower level]	Virginia Lake School, Palatine
21	Elgin U-46 Elgin

227 Total number of students who attended five or more class sessions.

(A total of 70 additional students attended less than five class sessions.)

Project HELP Instructors

FY '89

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HELP
Spanish Literacy Article

Para servir a la gente

PROGRAMA ALTERNATIVAS

Alternatives, el programa bilingue de entrenamiento ofrecido por Elgin Community College y Centro de Informacion, comenzara este mes. Este programa esta disenado para amas de casa hispanas y padres solteros que quisieran conseguir un trabajo o continuar su education. Este programa es gratuito y se proporcionara transporte y cuidado de ninos en caso necesario. Para mas informacion, por favor venga o llame al Centro de Informacion, 62 Fountain Square Plaza, Elgin, telefono 695-9050. Pregunte por Diana Ramos o Angelica Negron.

ALTERNATIVES PROGRAM

Alternatives, the bilingual training program offered by Elgin Community College and Centro de Informacion, will start this month. This program is designed for Hispanic homemakers and single parents (father or mother) who would like to obtain a job or continue his/her education. This program is free and will also provide transportation and child care, if necessary. For more information, please call or come to Centro de Informacion, 62 Fountain Square Plaza, Elgin, phone 695-9050. Ask for Diana Ramos or Angelica Negron.

U46 PROGRAMA DE ALFABETIZACION

Desde 1987, el proyecto H.E.L.P. (Home English Literacy for Parents), bajo la direccion de Northwest Educational Cooperative, ha estado auspiciando un programa de alfabetizacion en espanol en Elgin. Estas clases han proporcionado alfabetizacion basica en el lenguaje nativo a adultos en necesidad de ello. Esta experiencia a menudo ha servido como el primer paso a varios programas de ESL disponibles en la comunidad.

El proyecto H.E.L.P. se dirige a las necesidades especiales del hispano adulto educacionalmente limitado. Proporciona fundamento academico para la adquisicion exitosa de una segunda lengua.

El horario del H.E.L.P. en Elgin es: U46 Administration Building, 355 E. Chicago St., Elgin, cuartos 314 y 315. Lunes y miercoles, de 7 a 9 p.m. Para mas informacion, llamar al 888-3535.

SPANISH LITERACY PROGRAM

Since 1987, project H.E.L.P. (Home English Literacy for Parents), under the direction of the Northwest Educational Cooperative, has sponsored a Spanish literacy program in Elgin. These classes have provided educationally needy Hispanic aduls with basic native language literacy. This experience has often served as a primary step to various ESL program available in the community.

Proyect H.E.L.P. addresses the special needs of the educationally limited Hispanic adult. It provides an academic foundation for successful second language acquisition.

The H.E.L.P. Elgin schedule is: U46 Administration Building, 355 E. Chicago St., Elgin, rooms 314 and 318; 7 to 9 p.m. Mondays and Wednesdays. For information, call at 888-3535.

This column has been compiled through the cooperation of Centro de Informacion y Progreso. Any news or service items for Hispanics may be sent to Centro de Informacion y Progreso, 62 Fountain Square Plaza, Elgin 60120. The deadline for each weekly column is the previous Thursday at 5 p.m. Centro de Informacion y Progreso is a United Way agency.

ADULT SPANISH LITERACY
HOME ENGLISH LITERACY for PARENTS PROJECT

Margaret Dean, Instructor

September, 1989

Dennis Terdy, Project Director
Northwest Educational Cooperative
Des Plaines, IL

Adult Spanish Literacy

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Instructors: Margaret Dean and Teresa Uribe

Location: Elgin, IL

Instructional Timeframe: October, 1987-June, 1989

INTRODUCTION

In April, 1987, a dialogue began between Project H.E.L.P. (Home English Literacy for Parents) under the Northwest Educational Cooperative and a Bilingual special Project of Elgin School District U-46. This exchange concerned the need of native language literacy instruction for Hispanic adults, which had been repeatedly articulated by Elgin community members, of whom a significant number were U-46 Bilingual Program parents.

The following pages summarize the 2 year program which emerged from the 1987 meetings, and outline a curriculum guide of its content.

MATERIALS

Goals

This undertaking began as a search for Spanish literacy materials appropriate for classroom use with functionally monolingual Hispanic adults who were illiterate but orally fluent in their native language. The desired materials were to focus on concrete situations and emphasize survival vocabulary.

Search

During the materials search, most major language resource centers were contacted. These facilities included:

Clearinghouse on Adult Education
U.S. Department of Education
Washington, D.C. 20202

ERIC Clearinghouse on Adult, Career, and Vocational Education
Columbus, OH 43210

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
Washington, D.C. 20037

National Clearinghouse for Bilingual Education
Wheaton, MD 20901

None of the above had offerings on adult Spanish literacy appropriate to our students' needs.

It should be noted that there were references to a special category of Spanish literacy materials that target secondary and university students who have a measure of oral Spanish competence and seek to better or establish Spanish literacy. These students are both fluent and literate in English. The following works are significant for this category:

Espanol Escrito: Curso para Hispanohablantes Bilingues (Scribners, 1978) Valdes - Fallis and Teschener

Literatura y Arte (Holt, 1977) Copeland, Kite and Sandstadt

Contacts with State Adult Resource Centers brought information from the American Reading Council (ARC) in New York. This organization deals mainly with English as a Second Language (ESL) programs but has assisted groups in setting up Spanish literacy classes for adults. The ARC employs the methods of Paulo Freire in conjunction with an extensive language experience approach.[1]

The ARC methods complemented the second source of materials appropriate to the Elgin program which came from the National Institute for Adult Education, under the Secretary of Public Education in Mexico. Their *Rural Literacy Guide (Guia para la Alfabetizacion Rural)* contains 12 topic related, competency leveled texts.[2] Each book is based on a single word that is utilized for its syllable sounds (Freire) and combinations. Included in the set of materials is an arithmetic program that progresses from rudimentary addition through basic division. Teaching aids such as syllable and punctuation cards, and city and state name strips accompany the package. A large flip chart with pictures of literacy teachers interacting with their groups provides step by step teaching instructions.

---

[1] For a succinct explanation of the Freire approach as employed by the ARC and the Mother's Reading Program in New York City, see "Effective Practice: Learning with Learners", by Maritiza Arristia, *Focus on Basics* World Education, April, 1986.

[2] See accompanying materials for example of student text no. 4.

CURRICULUM

Goal

The Elgin literacy program focused primarily on the expressed needs of its students. Its fundamental goal was to provide functional Spanish literacy and basic arithmetic skills to adult Hispanics.

Content - Literacy

As before mentioned, the methodology of Paulo Freire and materials from Mexico's National Institute for Adult Education together with student written materials formed the basis of the Elgin program.

Most students began the program without an understanding of sound-symbol relationships. The first objectives of instruction were to begin with the alphabet and conquer letter names and their sounds. This work was prefaced and continuously supported by class discussions of the reasons for, and uses of, reading and writing.

All class endeavors were related concretely to the students' needs and identity. A long list of unfamiliar letters can appear overwhelming to the student until personally important ones like the letters of one's name, children's names or those of their native town are singled out. This relevancy forms an interest bond and letters are quickly internalized, becoming like building blocks for a literacy structure. The accomplishment of being able to spell one's own name can inspire students to continue their study and increase their efforts.[3]

As letter names and sounds are mastered, students are able to generate a list of words that have like initial sounds. This soon gives way to word groups of like initial syllables such as "ma" - *masa, mapa, mama, mano, mande*, etc. Soon after this point, deciphering -- reading actually begins. Some students require only minimal instruction to improve their reading at an impressive rate.

The students themselves progressively provide a significant portion of their reading material. The teacher introduces a topic of general interest such as a recent holiday, time change, weather caused problems, favorite foods, etc. Students contribute sentences which are written on the board in a language experience story (see attached). This is copied and duplicated for them along with a combination of exercises. Vocabulary is extracted from each story and focused upon for its syllable composition. Sentences can be worked in strip type form and individual words recombined to create new phrases.

---

[3] Useful activities for this phase include short 5 to 6 letter dictations presented various times during class. With these, students keep track of their own proficiency level. Alphabet bingo is also helpful.

New students are worked into the class mainstream efficiently with the experience stories. Exercises based on the stories can be leveled so that a more advanced student completes a cloze set of sentences (A)[4] while another works on a discrimination group locating a target word among detractors (B[5] and C attached) and C attached).

Writing was a high level priority of our students. Many expressed the desire to write letters home to their families and friends. Initially manipulating a pencil could be a laborious and time consuming task. Nevertheless, from the first lesson, students were asked to copy letters from the board and were given sheets with letters to first trace and then copy.

Individual work on signatures, addresses and other personal information was emphasized and practiced. Homework in this area was encouraged and practice sheets often provided. It became apparent that mastery and home practice were closely related.

The School District U-46 forms (in Spanish) provided an important source of materials and a significant curriculum area.[6] These materials offered native language literacy practice, useful survival-type information and an opportunity to discuss the educational system from its most basic level. While deciphering the forms, the students naturally asked about why the information was requested and how it was used. Some misconceptions were put to rest and problem areas that did not pertain to the material at hand were also explored.

The majority of the class had children attending the local district. It became apparent when working on the required forms that the yearly registration process was considered to be a grueling experience. Basically, the students felt forced to publicly display that they were illiterate and show that they were unable to complete even the native language translations not to mention the regular English forms. Helpful bilingual assistants made this defeating ordeal at least manageable. But nevertheless, everyone recognized that only literacy was going to have a real impact on this problem.

---

[4] (A) El día de __________ fue muy feliz. encontrarme
Comí __________ muy contento. gracias
Di gracias por __________ feliz. pavo

[5] (B) *pavo*

paso sapo pasa pavo
pavo pavo vaso poco

[6] See attached samples of some forms used: Student Information Form, Emergency Card and Health Service Information Letter.

Employment applications were of interest to many students. These forms opened up discussions on finding a job and interviewing tips. A list of rules or hints was easily generated with language experience techniques. The students felt participatory pride in contributing to the list.

Soon after ESL transitioning, job applications in English were presented. There was high interest and motivation in working with these forms. Students enjoyed the opportunity to practice responses to basic personal questions in English. There was a strong feeling that relevant progress was being made.

An additional source of Spanish literacy material that deserves mention is magazines such as *Vanidades* and *Geomundo*.[7] These monthly publications are quite different, one from the other, but both offered articles of interest to the class. The horoscope section of *Vanidades* was probably the first read and most discussed piece, yet the pictures of *Geomundo* motivated everyone to read their captions and more. Another feature of these and other monthly publications is that they offered a goal to the students. Everyone liked the thought of buying and enjoying these magazines and others like *Mecánica Popular*, *Hombre de Mundo*, and *Buenhogar*..

Content - Mathematics

When the class was first envisioned, no provisions were made to teach mathematics. Nevertheless, from the first session, it became evident that basic math would occupy an important place in our curriculum. At the point of beginning the class, only two of its first 10 members knew the number sequence from 1 to 100. One student had a vague understanding of carrying a tens marker from the unit column to the tens column in addition. No one understood borrowing in subtraction nor had any skill in multiplication or division. There was a strong desire on the part of 3 or more students to be able to figure out weekly wages based on the number of hours worked and rate of pay. Initially, one or two class members considered that type of "prediction" impossible. Fortunately, the class was able to reach the point of multiplication in its second year.

---

[7] *Vanidades* is a very popular women's magazine with a variety of articles on the home, health, psychology, beauty, marriage, tourism, etc. *Geomundo* is much like *National Geographic* and has articles on wildlife, cultures, geographic areas, etc. plus beautiful pictures.

The thrust of all the mathematical instruction was toward finding answers to questions rather than performing arithmetic operations for their own sake.

A problem based foundation with various applications was set up before a mathematical operation was introduced. For example (for subtraction of 1 digit from 2 digits under 15):

- o Tiene ud. $10 y gasta $8 por gasolina. ¿Cuánto dinero le queda?
- o Si compra ud. una docena (12) de manzanas y los niños comen 5, ¿Cuántas manzanas le quedan?
- o Quiere ud. mudarse el 11 de este mes. Hoy es el 6. ¿Cuántos días le quedan para prepararse?

Basic facts were introduced with concrete objects. Boxes of pencils were convenient tools as were blank decks of white cards which could be arranged easily in counting groups. These same blank decks of cards became student-made flash cards that facilitated the memorization of basic facts. Students were encouraged to practice with these cards in pairs in class and also at home with age appropriate children.

Math worksheets were used in each class and also as homework assignments for the next session. One or two story type problems were presented as pre class exercises and immediately after break. Those students with lower math skills tended to show up earlier to class and abbreviate their break period in order to have extra time to solve the given problems.*

---

* Brief number dictations also helped build beginning skills as did number bingo games. Other teacher resources:

- "Arithmetic Step by Step", Continental Press (readiness -3), Duplication masters.
- Coins and Bills, Developmental Learning Materials. Only the simulated bills were used while pennies, nickels, dimes, quarters, and half dollars each to equal $1.00 were brought in for student use. Direction slips were made up and students worked in pairs, one as "empleado" and the other "cliente". A direction slip might read, "Ud. tiene $10.00 y la cuenta dice $4.56. Cuanto recibe ud. de vuelto? Often, the slips were read to the students.

COMPETENCIES

The scope and sequence of the concepts included in the curriculum can be seen through a progression of skill competencies. The following outline points out the more important target skills in the areas of reading, writing, mathematics and ESL:

Reading

- Identify specific ways in which literacy will benefit life situations both personal and general community.
- Identify letters of the alphabet in both upper and lower case using letter discrimination exercises, upper-lower case matching, fill-ins, etc.
- Identify the vowels and their sounds in example words both given by instructor and from students
- Produce sounds of consonants in combination with vowels to begin phonetic breakdown of words.
- Develop familiarity with common consonant groups and basic words containing them. Master the letters of student's name and other personal information including children's names, addresses, etc.
- Contribute to and construct language experience compositions on topics of common interest, e.g., "The Reading Class", "This City", and different aspects of US life.
- Establish good word attack skills with phonetic breakdowns of words and use of context cues.
- Increase reading rate and put emphasis on meaning.
- Read and answer content based questions on level appropriate readers.
- Read selected excerpts from general interest, Spanish language magazines and discuss their content.

Writing

- Perform sufficient pre-writing exercises to prepare for beginning printing experience.
- Produce acceptable letter formation in upper and lower case on

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worksheets as sound study progresses. Preface with trace type examples.

- o Transition print into cursive style of writing.
- o Demonstrate legible copying of all words written for class on blackboard.
- o Accurately and legibly fill out forms such as school registration, medical forms, and job applications.
- o Write answers to comprehension questions in complete sentences.
- o Begin to compose brief notes to serve functional purposes such as: explain expected absence from work, excuse child from school, arrange a meeting with friend, write message to landlord about problem.
- o Produce legible numbers 1-1000+ to include special presentation of time, money, and dates.

Math

- o Identify numbers 1-100 and relate numbers to count items.
- o Demonstrate and practice carrying a tens marker from unit column in 2 digit addition and borrowing from tens column in 2 digit subtraction.
- o Master basic single and multi-digit addition and subtraction on the basis of story problem situations rather than isolated computations.
- o Relate coins and bills to their appropriate values and initiate the process of making change.
- o Explore the different coin change equivalents of one dollar.
- o Accurately identify whole numbers into 1,000s.
- o Determine appropriate problem solving tactics to questions requiring one step solutions.
- o Identify reasonable estimates of problem answers.
- o Accurately make change for bills of $20, $10, $5, and $1 denominations. Demonstrate "count back" technique.
- o Master the conceptual basis for basic multiplication and division and begin a memorization of facts.

- o Identify common fractions and perform basic addition and subtraction of them.

- o Demonstrate calculator literacy in areas of addition, subtraction, multiplication and division.

ESL

- o Present basic personal information in response to appropriate questions.

- o Appropriately handle a vocabulary pertaining to family clothing, health, and physical appearance.

- o Demonstrate receptive and oral command of basic numbers including simple fractions and time.

- o Ask for clarification to misunderstood information and request information about location, time, appearance and manner.

- o Comprehend and give single step directions: e.g., left-right, up-down, including prepositional relationships.

- o Accurately name and count money and make change.

- o Demonstrate language needed to use public transportation.

- o Identify units of measure -- linear (inches, centimeters, etc.) and volume (pt., qt., etc.) and demonstrate their application.

- o Appropriately utilize vocabulary necessary to basic mathematical operations (addition, multiplication, division, etc.).

STUDENTS

An interesting aspect of the Elgin program was the similarity among students. A general profile quickly emerged even at the beginning of classes. Students reluctantly yet frequently mentioned a lack of any formal education due to economic, geographic, or family circumstances. Almost all students had a history of repeated, unsuccessful enrollments in ESL classes. Some individuals had begun as many as 4 different programs in the last 5 to 8 years only to withdraw after a few frustrating weeks or months. The reason for the withdrawal was not the ESL classes but the students' inability to keep pace with other classmates.

There was a noticeable optimism among the class members concerning their ability to become literate in Spanish. As their skills strengthened and confidence spread, conversations also began about the various ESL programs in the area. Teachers were asked for information about their schedules. Even recent District U-46 offerings in Spanish assisted GED classes were discussed as a topic of interest.

For those students who achieved functional literacy and expressed a desire to transition into an ESL class, some special instruction was arranged. When appropriate, the class spent a portion of each session divided into ESL and Spanish literacy groups. After having been unsuccessful in numerous ESL situations, it seemed imperative to give those students a "headstart" in English. This served as an important confidence builder. The Total Physical Approach (TPR) of James Asher was used and well received by the group. Some very basic English literacy also followed in language experience stories. Using the same approach for English as well as Spanish literacy proved to be very effective. Possibly some of the initial incomprehensibility often experienced by low level readers was held to a minimum while the familiar decoding process maintained focus.

A small number of students (4) who participated in the Elgin H.E.L.P. program demonstrated a higher than anticipated level of initial difficulty in the class. An educational evaluation was performed on 3 of these individuals by a bilingual diagnostician (see attached evaluations). Recommendations were made to better assist them with their studies and some improvement was seen.

Amnesty

During the final 4 months of the program an amnesty component was added. Eight students who had achieved native language literacy transitioned into ESL and under the auspices of the Elgin Community College, gained the required 40 hours of accredited class time to fulfill the requirements for a Certificate of Satisfactory Pursuit. It was difficult to judge who was most proud of this achievement, the students or their teachers.

ASSESSMENT

Since the Elgin H.E.L.P. program was designed for a specific need -- native language literacy -- it was necessary to screen for need appropriate students. At times, literate friends or relatives of participating students wanted to attend in order to better math skills or improve their writing. Unfortunately, their previous education and proficiency level was usually much beyond the majority of the class. They were referred to ESL and GED programs when appropriate.

The registration process was such that an evaluative interview could be included. At times the student's general apprehension prohibited this in the first class and it was completed after initial adjustments were made. Abilities noted in this exercise were: the knowledge and formation of letters and numbers as in writing and spelling name, etc. and writing and or copying a series of numbers.

Achievement assessment was done partly on an anecdotal basis. Individual files were kept of examples of student work sheets, and math tests along with classroom observations. Progress, needs and performance levels were kept to aid teachers in best directing the students. Sometimes this material was used to demonstrate to an individual that they had mastered the material and should reach out into more challenging areas.

COMMENTS

The Elgin experience in native language literacy was rewarding and successful. It responded to a community need and was well received. There still remains a significant and possibly growing number of Hispanic adults with little or no formal education who could benefit from native language literacy. Hopefully a similar program will be offered again for these community members. In addition to reading, writing and basic mathematics a program of this type offers a positive orientation to education. Our students learned that they could learn and they did.

Bibliography

[1] Brown, Cynthia, *Literacy in 30 hours, Paulo Freire's Process in Northeast Brazil.* London: Writers and Readers Publishing cooperative, 1975

[2] Freire, Paulo, *Education for Critical Consciousness.* New York: The Sealbury Press, 1973

[3] _______________, *Pedagogy in Process,* New York: The Sealbury Press, 1978

[4] Instituto National para la Educacion de los Adultos, México. *Guía para la Alfabetización Rural.*, Secretaria de Educación, Pública, México, D.F. Marzo 1987.

APPENDIX

INTAKE FORM

(pre test)

Projecto H.E.L.P.
Matricula del Estudiante

Nombre ______________ ______________
Nombre Apellido

______________ ______________ __________
Dirección Estado Zip

____
Ciudad

Teléfono ______________

Fecha de Nacimiento ______________ Ciudad y país de nacimiento ______________

Informacion sobre los ninos

Nombre	edad	Nombre de la escuela
______________	______	______________
______________	______	______________
______________	______	______________
______________	______	______________
______________	______	______________

¿Désde cuándo vive usted en los E.E.U.U? ________
¿Cuántos años de escuela tiene usted? ________ años
primaria ________ años
secundaria ________ años
¿dónde? ______________

¿Trabaja usted? ______
¿Dónde? ______________

SCHOOL RELATED INFORMATION

Aviso Médico ____________________ Fecha de nacimiento ____ ____________

DISTRITO ESCOLAR U-46

REGISTRO DE EMERGENCIA

(PRIMARIA)

El objeto de este registro es dar poder a la escuela a llamar personas interesadas en el caso de un accidente o enfermedad. Es necesario contestar cada blanco. Favor de devolverlo a la escuela.

Nombre del niño ______________________________ Grado ____________

Dirección ____________________________ Teléfono en casa __________

Teléfono del vecino si no lo tiene ______________________________

Nombre del padre ______________ Nombre de la madre ______________

Lugar de empleo-Padre ____________ Teléfono donde trabaja ____________

Lugar de empleo-Madre ____________ Teléfono donde trabaja ____________

Médico (quien se puede llamar inmediatamente) ______ Teléfono ____________

Hospital preferido ______________________________________

Nombre un pariente o amigo que puede cuidar el niño si es necesario ____________

____

Dirección ______________________________ Teléfono ____________

¿Si no podemos llamar a los padres ni al médico podemos, si es necesario, llamar otro médico o llevar el niño al hospital a su costo? Si _____ No _____ (Por favor note: Esto no da permiso para tratamiento médico).

Firma del Padre/Tutor ______________________________________

Parentesco ______________________________________

NOTE: Copies of this card should be kept accessible in the office; the nurse's office and the P.E. office.

10-10-0310-02

FN 4

SCHOOL DISTRICT U-46
STUDENT INFORMATION FORM

INFORMACION PERSONAL DEL ALUMNO

APELLIDO PRIMER NOMBRE SEXO M F MES DIA AÑO GRADO

FECHA DE NACIMIENTO

NUMERO N/E/S/W CALLE RR NO BOX NO APT NO

CIUDAD ESTADO ZIP CODE AREA CODE TELEFONO PRIVADO-U

CIUDAD DE NACIMIENTO CONDADO ESTADO NACION

ETNICA
1. NEGRO
2. BLANCO
3. INDIO AMERICANO/ALASQUEÑO
4. ASIATICO/ISLEÑO DEL PACIFICO
5. HISPANO

FECHA DE ENTRADA PARA TODOS LOS ALUMNOS NACIDOS EN EL EXTRANJERO ________ REFUGIADO S-SI N-NO

PADRE/GUARDIAN CON QUIEN RESIDE EL ALUMNO

SR
SR. Y SRA
SRA
SRTA
OTRO

NOMBRE DEL PADRE/GUARDIAN

PRIMER NOMBRE APELLIDO PARENTESCO AREA CODE TELEFONO DEL TRABAJO DEL PADRE

1. PADRE
2. GUARDIAN
3. CUSTODIA UNIDA
4. PADRE ADOPTIVO

NOMBRE DE LA MADRE/GUARDIAN

PRIMER NOMBRE APELLIDO PARENTESCO AREA CODE TELEFONO DEL TRABAJO DE LA MADRE

INFORMACION AUXILIAR

SI UNO DE LOS PADRES QUE NO VIVE CON ESTE ALUMNO PIDE QUE SE LE ENVIE INFORMACION A EL/ELLA POR CORREO, POR FAVOR COMPLETE.

PRIMER NOMBRE APELLIDO AREA CODE TELEFONO DE LA CASA

NUMERO N/E/S/W CALLE AREA CODE TELEFONO DEL TRABAJO

CIUDAD ESTADO ZIP CODE

ULTIMA ESCUELA A LA CUAL ASISTIO ________ FECHA DE ENTRADA ________

NUMERO DE LA CASA ________ NOMBRE DE LA CALLE ________

CIUDAD ________ ESTADO ________ ZIP CODE ________ FECHA DE SALIDA ________

HA ASISTIDO EL ALUMNO A UNA ESCUELA EN U46 NO ________ SI ________ FECHA MAS RECIENTE ________

POR FAVOR COMPLETE LA SECCION AL REVERSO

OFFICE USE ONLY

☐

1. PREVIOUSLY ATTENDED U-46
2. CURRENT TRANSFER IN FROM U-46 SCHOOL
3. NEW TO U-46
4. DROP/TRANSFER OUT
5. CHANGE DATA

ARRIVAL

DEPARTURE

ATTENDING SCHOOL HOME SCHOOL

1. IN DISTRICT
2. OUT OF DISTRICT

BUS RUN BUS STOP LANGUAGE CODE

LOCKER NO HOME ROOM COUNSELOR CODE

STUDENT ID NO DATE/ENTERED/DROPPED LOCKER COMBINATION BIRTH CERTIFICATE NUMBER

NO. 10-10-0800-02 (Revised 6/87)

DISTRITO ESCOLAR U-46
Elgin, Illinois

Servicio de Salud (Physical letter/Spanish)

Estimado Padre o Tutor:

La ley del Estado de Illinois requiere exámen físico y las vacunas necesarias para todos los estudiantes antes o inmediatamente después de entrar al Kinder, Quinto y Noveno Grado. Estudiantes de educación especial deben tener un exámen físico a las edades de 5, 10 y 14. Un record escrito de exámen físico, en el formulario aprobado por el estado, firmado por un médico, y las fechas exactas de las vacunas, deben entregarse el día de inscripción.

SIN CUMPLIR LOS REQUISITOS EL ALUMNO NO SE ADMITIRA A LA ESCUELA.

Los nuevos alumnos en el distrito tienan 6 semanas para cumplir con estos requisitos, SI NO CUMPLE CON LOS REQUISITOS EL ALUMNO SERA EXPULSADO DE LA ESCUELA.
Las inmunizaciones requeridas son:

A. Kinder - los alumnos deben enseñar fechas exactas para Difteria, Tétano, Pertussis (tosferina), Polio, Sarampión, Rubella, y Paperas.

B. Quinto Grado - No necesitan refuerzo si cumplieron con los requisitos de Kinder.

C. Noveno Grado - Un refuerzo para Difteria y Tétano.

No se requiere pero se recomienda una visita a l dentista.

Por favor haga la cita lo más pronto posible. Doctores del área y las escuelas tienen copias del formulario aprobadas por el estado para el exámen físico. Si tiene alguna preguanta, por favor hable con la enfermera de su escuela o a la oficina de Salud.

Gracias por su cooperación en este asunto.

INMUNIZACIONES GRATIS
Para todos alumnos de U-46

4° lunes de cada mes

5:30 P.M. - 7:30 P.M.

TEFFT MIDDLE SCHOOL
Irving Park Rd., Streamwood
No se necesita cita
Padre debe acompañar el niño
Dept. de salud del Condado de Cook

EXAMENES FISICOS E INMUNIZACIONES

Elgin Well Child Conference
Solamente para familias cuyos sueldos son de nivel bajo
309 Ryerson Avenue
Elgin, Illinois 60120
Telefono: 741-7370 para hacer cita

Dolores Houden R.N.
Dolores Houden, R.N.
Supervisora de Enfermeras

Richard Wiggall
Richard Wiggall
Superintendente de Escuelas

2/87
#10-30-0350-02

LANGUAGE EXPERIENCE LESSONS

(Samples)

El Día de Gracias

El Día de Gracias fue muy feliz.
Di gracias por encontrarme feliz.
Cociné un pavo para festejar con toda mi familia.
Comí pavo muy contento.
Pasamos platicando y comiendo.
En total fue un día muy feliz.

familia
fama
fumo
lio
fe
me
mi

semilla
milla
silla
sofá
sello
llama
misa

mesa
masa
moso
se
si
su
sumo

I Mi cocina

Me gusta comer pavo.
Como enchiladas en mi casa.
Cuando llego a casa como pavo.

pavo
posole
mole
sopes

buñuelos
chiles rellenos
tacos
quesadillas

enchiladas
cerveza
pollo
torta

II Mi comida favorita es sopes y enchiladas.
En mi casa guiso una gallina en barbiqué.
Los invito a mis amigos a mi casa a comer.

III mañana
dado
soda
suma
decidí

masa
mesa
moño
sano
nido

misa
musa
mamá
mima

IV

-11	-5	-17
20	2,300	32,600
40	3,401	54,070
180	7,500	83,082
345	9,004	30,431
550	10,001	
505	22,050	

La Primavera

primavera
bonita
maiz

tomates
chiles
cilantro

La primavera es muy bonita.

Siembran maiz, tomates, chiles, cilantro y calabaza.

La hora

Es la una 1:00 Son las tres y cuarto 3:15

Son las dos 2:00 Son las cuatro y media 4:30

Sumar	9	18	17	15	22	36
	+ 1	+ 2	+ 9	+18	+17	+25

Restar	6	19	32	46	37	44
	- 4	- 8	- 4	-11	-15	-27

MATH LESSONS

(Sample Problems)

SUMAR

54 +33	476 +61	320 +107	250 +120
75 +55	60 +40	857 +435	975 +655
283 +65	46 +39	51 +37	42 +16
123 +101	477 +235	888 +636	766 +415
755 +407	631 +425	666 +255	733 +395

RESTAR

47 -33	45 -31	67 -16	30 -17
701 -659	502 -201		

NOMBRE ________________________________

Calcula las respuestas.

Cuidado con el signo!

8	15	9	22	48
+19	+8	+26	+8	+59
85	92	59	33	77
+20	+9	+24	+66	+40
105	120	145	100	110
+4	+8	+3	+13	+17

10	12	20	20	20
−6	−6	−6	−16	−10
14	13	12	20	30
−7	−6	−8	−5	−7

ENS

SCOPE and SEQUENCE KEY COMPETENCIES

Margaret Dean, Consultant

Northwest Educational Cooperative

September, 1989

Dennis Terdy, Project Director
Northwest Educational Cooperative
Des Plaines, IL

LEVEL I CURRICULUM

Course: Beginning Literacy

Hours: 6 hours per week, 13 weeks

Method: Self contained

Class size: 10

Materials

Guia para la Alfabetizacion Rural, Instituto Nacional para la Educacion de los Adultos, Mexico, Secretaria de Educacion Publica, Mexico, D.F. 1987.

Lectores de Hoy, Margaret Dean and Teresa Uribe, materials in preparation for publication.

Arithmetic Step by Step, Continental Press, 1980

READING

- Identify specific ways in which literacy will benefit life situations both personal and general community.
- Identify letters of the alphabet in both upper and lower case using letter discrimination exercises, upper-lower case matching.
- Identify the vowels and their sounds in example words both given by instructor and from students
- Produce sounds of consonants in combination with vowels to begin phonetic breakdown of words.
- Demonstrate familiarity with common consonant groups and basic words containing them. Master the letters of student's name and other personal information including children's names, addresses, etc.
- Contribute to language experience compositions on topics of common interest, e.g., "The Reading Class", "This City", and different aspects of US life.

WRITING

- Perform sufficient pre-writing exercises to prepare for beginning printing experience.
- Produce acceptable letter formation in upper and lower case on worksheets as sound study progresses. Preface with trace type examples.
- Demonstrate legible copying of all words written for class on blackboard.
- Produce print style letters with the introduction of cursive style, especially in signatures.
- Produce legible numbers 1-100 to include special presentation of time, money, and dates.

MATH

- Identify numbers 1-100 and relate numbers to count items.
- Demonstrate and practice carrying a tens marker from unit column in 2 digit addition and borrowing from tens column in 2 digit subtraction.
- Master basic single digit addition and subtraction all on the basis of story problem situations rather than isolated computations.
- Relate coins and bills to their appropriate values and initiate the process of making change.
- Explore the different coin change equivalents of one dollar.

LEVEL II CURRICULUM

Course:	Level II Literacy
Hours:	6 hours per week, 13 weeks
Method:	Self contained
Class size:	10

Materials

Guia para la Alfabetizacion Rural, Instituto Nacional para la Educacion de los Adultos, Mexico, Secretaria de Educacion Publica, Mexico, D.F. 1987.

Lectores de Hoy, Margaret Dean and Teresa Uribe, materials in preparation for publication.

Leer y Escribir Espanol, Margaret Dean, Linda Mrowicki, Teresa Uribe, Linmore Publishing, materials in preparation for publication.

READING

- Accurately identify Spanish alphabet and attempt to relate letters to sound system.
- Spell name, address, and other personal information orally and in writing.
- Establish good word attack skills with phonetic breakdowns of words and use of context cues.
- Increase reading rate and put emphasis on meaning.
- Compose and read language experience stories based on cultural realities: "Work in U.S.", "Changes in Home Life", "Freetime American Style", etc.
- Read and answer content based questions on level appropriate readers.

WRITING

- Produce legible, appropriately spaced print.
- Transition print into cursive style of writing.
- Accurately fill out forms such as children's school registration, medical forms, and job applications.
- Write answers to comprehension questions in complete sentences.
- Begin to compose brief notes to serve functional purposes such as: explain expected absence from work, excuse child from school, arrange a meeting with friend, write message to landlord about problem.
- Write all numbers accurately when dictated.

MATH

- Accurately identify whole numbers.
- Determine appropriate problem solving tactics to questions requiring one step solutions.
- Identify reasonable estimates of problem answers.
- Master multidigit addition and subtraction on story based situations.
- Accurately make change for bills of $20, $10, $5, and $1 denominations. Demonstrate "count back" technique.
- Demonstrate calculator literacy in areas of addition and subtraction.

LEVEL III CURRICULUM

Course: Level III Literacy

Hours: 6 hours per week, 13 weeks

Method: Self contained

Class size: 10

Materials: *Leer y Escribir Espanol*, Margaret Dean, Linda Mrowicki, Teresa Uribe, Linmore Publishing. Materials in preparation for publication.

Multiple Skills Series, Spanish Edition, D1, Barnell Loft. 1981.

United States Studies, Graphic Learning Corp., 1985.

Selected articles from Spanish newspapers and periodicals depending on student interest and comprehension level.

READING

- Compose language experience compositions based on delineated topics.
- Read and demonstrate comprehension of basic education readings through accompanying material. (history, geography, and natural science)
- Successfully transition to reading previously unknown material in silent reading situations.
- Increase reading rate and comprehension level.
- Successfully handle general adult readings, i.e., magazines, newspapers, etc., on familiar topics.

WRITING

- Produce legible cursive style writing and print.
- Answer comprehension questions to reading selections.
- Compose brief messages and paragraphs communicating personal needs and reactions.
- Fill out employment, school registration, and other forms accurately.
- Demonstrate appropriate English writing skills to complement oral English progress.

MATH

- Demonstrate mastery of whole number system and basic fractions.
- Have sound command of basic arithmetic operations on whole numbers to include addition and subtraction of fractions.
- Demonstrate a conceptual understanding of multiplication and division while working toward fact internalization.
- Identify good problem solving strategies to multistep problems.
- Expand calculator literacy to include multiplication, division, and percentages. Correctly manipulate 2 to 3 different types of calculators.

ESL

- Present basic personal information in response to appropriate questions.
- Ask for clarification to misunderstood information and request information about location, time, appearance and manner.
- Have receptive and oral command of basic numbers including simple fractions.
- Comprehend and give simple directions: e.g., left-right, up-down, including prepositional relationships.
- Accurately name and count money and make change.
- Identify units of measure -- linear (inches, centimeters, etc.) and volume (pt., qt., etc.) and demonstrate their application.
- Appropriately utilize vocabulary necessary to basic mathematical operations (addition, multiplication, division, etc.).